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ABSTRACT

This report presents the design, procedures, and findings of the advanced testing of 100 modules in a set of performance-based vocational teacher education curricular materials. (The modules are based on 384 secondary/postsecondary level performance elements, including program, instructional, and other elements.) In the first of five sections the study purpose of providing user feedback for refining materials and information for developing specified competencies is identified. Instrumentation (teacher performance assessment form, pre-treatment performance estimate, and teacher trainee and resource person feedback booklets) is described. Test site and module selection are discussed, and section 2 reviews site coordinator training procedures. The third section provides module-by-module and across-module analyses. Findings reported in section 4 include the following: (1) teacher trainee pre- and post-performance self-estimates increased for all modules; all modules were rated effective; (2) resource persons rated teacher trainees above "good" on tested modules; and (3) 75% of resource persons felt learning activities were helpful. Also examined are teacher trainee and resource person characteristics and feedback. The final section sets forth conclusions and recommendations. Appendixes contain instrumentation forms, evaluation, study, and results. (Volume 1, which documents the curricula development processes, and volume 3, the module development handbook, are available separately--see note.) (CSS)

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RESEARCH AND DEVELOPMENT SERIES NO. 140

PERFORMANCE–BASED PROFESSIONAL EDUCATION CURRICULA

Final Report
Volume II
Research Report

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U.S. DEPARTMENT OF HEALTH,
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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FOREWORD

The Center's Performance-Based Teacher Education (PBTE) Curricula are making significant contributions toward improvement of both preservice and inservice preparation of secondary and post-secondary vocational teachers. By focusing upon essential professional teacher competencies identified through research, these curricular materials are providing the basis for designing and implementing relevant teacher training programs to meet a variety of institutional, organizational and individual needs in all occupational areas.

The Center's performance-based curricular materials consist of: 100 PBTE learning packages (modules), each of which focuses upon one or more previously identified teacher competencies, Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials, and Module Development Handbook. These products are, by reference only, a part of this final report (see outside back cover of sample module in Volume I, Appendix H for a complete listing of all 100 module titles). Two related Center products, Guide to Implementation of Performance-Based Teacher Education and Performance-Based Teacher Education: The State of the Art--General Education and Vocational Education were developed under the project "National Institute for Performance-Based Teacher Education" funded through a separate grant from the U.S. Office of Education (EPDA).

Volume II (Research Report) of this final report presents the design, procedures, and findings of the advanced testing of the 100 modules. Recognition is due James B. Hamilton for drafting this volume and to Gerald Noblitt, formerly of The Center, and The Center's Evaluation Division for their valuable assistance with the research design, instrument development, and data processing and analysis for the advanced test phase of the project.

The Center's PBTE curricular materials are products of a sustained research and development effort by The Center's Program for Professional Development in Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials.

Special recognition for individual roles in the direction, development, coordination of testing, revision, and refinement of the materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois G. Harrington, Program Associate; and Karen M. Quinn, Program Associate. Robert E. Norton is due further recognition for his coordination of much of the advanced testing of the materials as Project Director of the EPDA sponsored National Institute for PBTE.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University. Appreciation is extended to the site coordinators, the over 2,000 preservice and inservice teachers, and over 250 resource persons from the above institutions who used the materials and provided feedback to The Center for refinement.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for its sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

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ABSTRACT

PERFORMANCE-BASED PROFESSIONAL EDUCATION CURRICULA

The Center's performance-based teacher education curricular materials are products of a sustained research and development effort which has focused upon the incongruity between current vocational teacher education practices and the actual preparation needed by persons who expect to teach with optimum effectiveness.

The Curricular Materials

The curricular materials consist of one hundred (100) performance-based vocational teacher education (PBTE) modules and related supportive materials. Categories of modules and numbers of modules in each category follow:

Category	Number of Modules
A - Program Planning, Development, and Evaluation	11
B - Instructional Planning	6
C - Instructional Execution	29
D - Instructional Evaluation	6
E - Instructional Management	9
F - Guidance	5
G - School-Community Relations	10
H - Student Vocational Organizations	6
I - Professional Role and Development	8
J - Coordination of Cooperative Education	10

Supportive materials include: a *Student Guide to Using Performance-Based Teacher Education Materials* to help orient the module-taker to PBTE instruction; a *Resource Person Guide to Using Performance-Based Teacher Education Materials* to assist those persons helping preservice and/or inservice teachers to use the modules; and a *Module Development Handbook*. These materials have been developed and tested pursuant to a contract with the National Institute of Education (NIE).

Under a separate grant from the U.S. Office of Education (EPDA), other PBTE products have also been developed. These include a comprehensive literature review entitled *Performance-Based Teacher Education: The State of the Art--General Education and Vocational Education* and a *Guide to the Implementation of Performance-Based Teacher Education*. These materials are designed to help teacher educators, cooperating teachers, and state department personnel involved in the design and implementation of PBVTE curricula within their institution.

Each module in the series of 100 PBTE modules focuses upon specific professional competencies of vocational teachers. The competencies upon which the modules are based were identified and verified through research as being important to vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individuals or groups of teachers-in-training working under the direction and with the assistance of teacher educators or other professional staff acting as resource persons.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers.

Research and Development

The research and development of The Center's performance-based vocational teacher education materials involved two major phases: (1) identification of important teaching competencies (research base), and (2) development, testing, and revision of materials. These two developmental phases, which are being followed by a dissemination phase, are shown in diagram form in Figure 1. While the research phase and the development and testing phase were carried out sequentially, many dissemination activities have been carried out concurrently with the testing and revision activities of the development and testing phase.

The Research Base

Center work began in 1967, under sponsorship of the U.S. Office of Education, with the first of two research projects to determine the important teacher competencies of vocational teachers. Approximately 1,000 vocational teachers, supervisors,

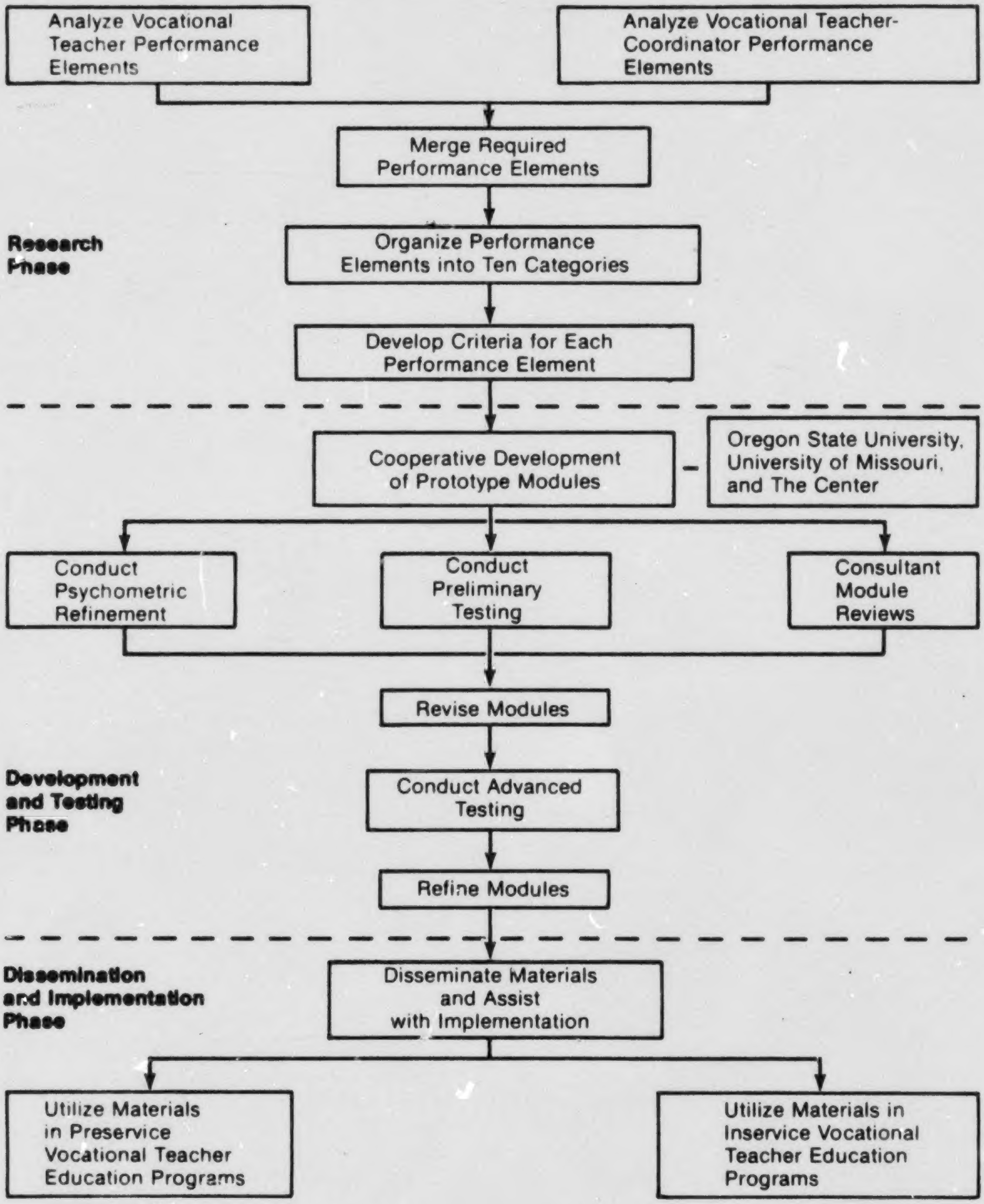
Analyze Vocational Teacher Performance Elements
Analyze Vocational Teacher-Coordinator Performance Elements
Merge Required Performance Elements
Research Phase
Organize Performance Elements into Ten Categories
Develop Criteria for Each Performance Element
Cooperative Development of Prototype Modules
Oregon State University, University of Missouri, and The Center
Conduct Psychometric Refinement
Conduct Preliminary Testing
Consultant Module Reviews
Revise Modules
Development and Testing Phase
Conduct Advanced Testing
Refine Modules
Dissemination and Implementation Phase
Disseminate Materials and Assist with Implementation
Utilize Materials in Preservice Vocational Teacher Education Programs
Utilize Materials in Inservice Vocational Teacher Education Programs

Figure 1. Phases of the PBVTE Curricula Development

and teacher educators were involved in the identification and verification of 384 performance elements, or competencies, considered important for vocational teachers.

In the first project of the research phase (1967-69), important competencies needed by teachers of conventional in-school vocational education programs in the several vocational service areas and at the secondary and post-secondary levels were identified and verified.

The second project of the research phase (1967-71) identified the important competencies needed by teacher-coordinators in cooperative vocational education programs. The findings of the two projects were then merged, resulting in a listing of 384 competencies clustered into ten categories representing ten areas of vocational teacher responsibility.

Development of Curricular Materials

Following the identification of the 384 vocational teacher competencies, work was initiated in the summer of 1971 to develop the necessary curricular materials for implementing PBTE programs at the preservice and inservice levels for all vocational service areas. In 1972, sponsorship of this effort was assumed by the National Institute of Education (NIE) which maintained sponsorship up to the point of publication of the materials.

The curricular materials are in the form of individualized learning packages, or modules, each of which has as its base one or more of the 384 competencies. By basing the modules on the identified competencies, there is reasonable assurance that the objectives of the modules represent competencies actually needed by vocational teachers.

The module development process was structured to ensure maximum involvement of persons representing all vocational service areas and actively engaged in vocational teacher preparation. Each module was originally developed in cooperation with vocational teacher education faculties at Oregon State University, Corvallis, and University of Missouri-Columbia. The Center for Vocational Education staff worked on-site with writing teams representing the different service areas of each of these universities.

A quite rigid system of development, review, and revision was followed by the writing teams at each of these sites during the initial module development. In this manner, a total of 123 prototype modules were developed. Following development of each module to the satisfaction of the faculty at the site, the module was then forwarded to the other site for review and critique by its faculty. Each module also underwent review and critique by Center staff, a synthesis of all faculty and staff reviews was developed, and the module was revised by Center staff. Recommended reorganizations and recombinations of elements resulted in a reduction in the number of modules. Thus, from 1971-73, 118 professional vocational teacher education modules were developed and revised in preparation for initial testing.

Preliminary Testing and Revision of the Materials

Initial testing of the performance-based curricular materials was carried out during 1973-74 at Oregon State University, University of Missouri-Columbia, and Temple University. Each of the 118 modules was used by a minimum of ten preservice and/or inservice vocational teachers at one or more of the test sites. Reaction forms were completed by each student for each module used and by each faculty member or resource person for each module they administered. In addition, in-depth taped interviews were conducted to clarify and gain additional feedback from students and resource persons for a sampling of the modules tested.

Concurrently, the California Testing Bureau of McGraw-Hill conducted psychometric refinement of the objectives and assessments of each of the 118 modules. Several individual modules and entire categories of modules were also reviewed and critiqued by independent consultants and subject matter experts during this phase of the study.

Using the inputs from students, resource persons, psychometric refinements, and consultant reviews, each of the modules underwent major revision of content and format. This major revision was initiated by Center program staff during the summer of 1974 with completion occurring in the spring of 1976.

Advanced Testing of the PBTE Curricula

In the summer of 1973, upon recommendation of a program evaluation panel, a decision was made by the sponsor to combine the advanced formative and summative evaluations into a single evaluation to be conducted by a third party. It was later learned that funding would not be available for the planned third party advanced testing, and The Center was requested to carry out what advanced testing could be done within The Center's existing project resources.

Initially, three advanced testing sites were selected, and testing began during the winter of 1975. During the spring and summer of 1975, advanced testing was also initiated at four self-sponsored sites. Then, ten additional advanced test sites were added in the fall through U.S. Office of Education EPDA sponsorship of a National Institute for PBTE conducted by The Center.

From 1975 through 1976, advanced testing of the materials was conducted at the 17 sites representing wide geographic areas and settings as well as several differing PBTE program structures. Feedback from each individual using the modules and from each resource person was gathered to further improve the materials and to document their effectiveness. Over 2,500 preservice and inservice teachers and over 250 teacher educators and other resource persons participated in the testing and provided feedback to The Center. This user feedback provided information concerning the characteristics of the user and how well the materials served his/her needs.

Advanced test data showed the modules generally to be highly effective in developing the specified competencies in both preservice and inservice training programs. Pre/Post estimates of teacher trainee performance showed increases in ability to perform the specified competency for each of the 100 modules. Furthermore, these increases were statistically significant at the .01 level of confidence for 98 of the 100 modules. Further, teacher trainee and teacher educator reactions regarding quality and utility of the materials were highly positive.

Refinement, Publication, and Dissemination

Although first efforts were initiated in 1974 to obtain commercial publication of the PBTE materials, completion of an agreement for publication of the materials was not achieved until mid-1976. At that time, the publisher, American Association for Vocational Instructional Materials (AAVIM), and CVE staff jointly determined final format of the materials, and content and format refinement of the materials was begun. Based upon the advanced testing feedback, few substantive changes were necessary. Refined materials were delivered to the publisher from September 1976 through September 1977. The publisher initiated incremental release of published materials in March 1977, with release of the last materials projected for Spring 1978.

Joint dissemination activities are being carried out by The Center, the publisher, and through federal, state, and regional sponsors to provide orientation and training for effective implementation and use of the PBTE curricular materials.

INTRODUCTION

This volume of the Final Report of the project Performance-Based Professional Education Curricula presents the design, procedures, and findings of the advanced testing of The Center's 100 Performance-Based Teacher Education Modules.

As described in Volume I of this Final Report, The Center, through research sponsored by the U.S. Office of Education, had identified 384 performance elements seen as essential for vocational teachers at the secondary and post-secondary levels. Development of 118 individualized performance-based teacher education prototypic modules, based upon the previously identified 384 performance elements, was carried out by The Center in cooperation with Oregon State University and University of Missouri-Columbia, during the period of August 1971 through July 1973. The National Institute of Education (NIE) assumed sponsorship of this effort in 1972 and continued sponsorship through completion of the project. Each of the 118 modules underwent preliminary testing at one or more of the sites, followed by major revision conducted by Center staff based upon findings of preliminary testing. Recommended recombinations of performance elements and modules during revision resulted in a reduction of the number of modules from 118 to 100.

Advanced testing of these curricular materials was initiated in February 1975, with data collection completed in late 1976. During this time, over 7,600 individual module tests were completed involving over 2,500 different teachers in training and over 250 vocational teacher educators and other staff development personnel in 18 sites and representing all vocational service areas.

DESIGN OF THE STUDY

Two overall purposes were considered in the advanced test design: (1) to provide user feedback to program staff to aid in refinement of materials in preparation for publication, and (2) to provide information regarding effectiveness of the products in development of the specified teacher competencies.

Background Information Regarding Advanced Testing

Advanced formative testing of the PBTE curricula was initially planned as a portion of the scope of work to be conducted by The Center and to be followed by a refinement phase and a summative evaluation of the curricula. In the summer of 1973, a decision was made by the sponsor, upon recommendation of a program evaluation panel, to combine the advanced formative and summative evaluations into a single evaluation to be conducted by a third party. Third party evaluation of the materials was then to be followed by product refinement by Center staff and delivery of materials for publication.

In preparation for third party evaluation of the PBTE curricular materials, The Center was to carry out limited advanced testing of up to 10% of the modules in order to: (1) determine acceptability of the revised module format, (2) determine adequacy of instrumentation to be used in obtaining teacher trainee and teacher trainer feedback, and (3) pilot test evaluation processes and procedures. Such testing was planned and carried out at one site for two modules, utilizing a Post-Test-Only Control Group Design. This pilot testing resulted in recommended improvements in both module format and feedback instrumentation. Of major consequence, however, was identification of needed change in the test design. A key concept of performance-based teacher education is that final assessment of the teacher relative to a specific competency is made through observation of the teacher actually performing the specified competency and utilizing criterion-referenced assessment. While this procedure was found acceptable for the experimental group of teacher trainees, asking the control group to perform teaching tasks for which they had received no prior instruction proved to be unrealistic. This Post-Test-Only Control Group Design was therefore abandoned in favor of that described later in this section.

During the fall of 1974, it was learned that sponsor funding would not be available for the planned third party advanced testing, and The Center was requested to carry out what advanced testing could be done within The Center's existing project resources for advanced testing.

Program staff worked closely with Center specialists of the Evaluation Division in finalizing instrumentation and selecting a design which would accommodate PBTE characteristics such as individualization, actual performance of teaching tasks, and criterion-referenced evaluation of performance.

A Pre- Post-Test design with no control group was chosen which would utilize (1) teacher trainee self-estimates of ability to perform for comparative purposes, and (2) criterion-referenced professional assessment on a post basis only. Potential internal and external validity problems with this design and the Post-Test-Only design considered earlier are shown in Appendix A. It should be noted that the specific "levels of likelihood" of the validity problems reported on are only suggestive of the possible severity of the problem and nothing else.

Instrumentation

Four instruments were used during advanced testing and module revision. The first was the Teacher Performance Assessment Form (TPAF) which is contained in the final learning experience of each module (see Appendix B for an example of this form). The TPAF is designed for review by teacher trainees and actual completion by resource persons (teacher educators and/or other professional staff development personnel) to assess each teacher trainee's actual performance of the required tasks. Although the specific criterion items vary from module to module with the content, the format is consistent. Each instrument consists of a list of directly observable bits of performance elements or items which are covered by the module. The bits of performance elements or items were derived through a lengthy process commencing with identification of performance criteria associated with each of the 384 performance elements of the research base.[1] At each stage of the curricula development and testing process, criterion items for the final assessments took further shape in terms of comprehensiveness, specificity, and relevancy. Numbers of criterion items per TPAF vary with the complexity of the specific competency covered by the module and range from a minimum of 10 to a high of 65. For further information regarding derivation of TPAF criterion items, see Part I of this report.

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[1] Calvin Cotrell et al. Model Curricula for Vocational and Technical Teacher Education: Report No. V--General Objectives, Set II (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972), pp. 3-8.

In each TPAF, a common rating scale is provided upon which to record the observed levels of performance. The points on the scale are labeled as follows: N/A for not applicable, NONE, POOR, FAIR, GOOD, and EXCELLENT, respectively.

A second instrument, the Estimate of Performance, was designed primarily to collect teacher trainee impact data (see Appendix C for an example of this form). This instrument permitted gathering of pre-treatment data without asking a teacher trainee to perform a teacher task for which he/she had received no instruction. Although the specific items vary by module, the format and procedures are consistent across modules. Two types of items are in each of these instruments. One type consists of a list of from 8 to 15 items that, combined, cover much of the content of the module. A common rating scale is provided upon which the teacher trainees record their self-estimate of their ability to perform the stated tasks. A single item also asks the teacher trainee to give an overall estimate of his/her ability to perform the module competency in an actual school setting. Another single item dealt with the number of times the teacher trainee had already performed the competency covered by the module.

Several practical concerns were taken into consideration during the conceptualization of the format of these instruments. One was that these instruments should not take more than five minutes to be completed. Second, the level of the items should be specific enough so that they mean approximately the same thing to each person that reads them, but also general enough so that a person who is not specifically familiar with the content in the module understands what the items mean. Also, the items in the first part, taken together, should be more or less comprehensive in terms of the content covered by the modules. The psychometric characteristics of both the Estimate of Performance Forms and the Teacher Performance Assessment Form were unknown; therefore, an instrument study was designed which provided some estimates of instrument reliability and validity (see Appendix D).

Two instruments were designed basically to collect process data. The Teacher Trainee's Feedback Booklet (Appendix E) and the Resource Person's Feedback Booklet (Appendix F) focused upon the following eight process variables:

1. Individualization.--The material permits self-selection and self-pacing, and provides for immediate feedback related to level of mastery.
2. Accuracy.--The material presented is true considering the level of abstraction.
3. Clarity.--The material will not be interpreted in more than one way.
4. Practicality.--The material is organized in a straightforward, easy-to-use, manner.
5. Consistency.--The content of the various parts of the material are in agreement and fit together.
6. Appropriateness.--The material starts where the learners are and goes to the required level.

7. Relevancy.--The material reflects known needs and is related to necessary knowledge or skills.

8. Social Sensitivity.--The material is presented in an unbiased and non-offensive manner.

Both the Teacher Trainee's Feedback Booklet and the Resource Person's Feedback Booklet also collected other types of data including descriptive data, revision data, and summative data.

Samples of Population and Modules

Advanced testing of the PBTE modules was initiated in a national sample of four sites chosen to meet selection criteria established to assure commitment to the basic concepts of PBTE, commitment of the necessary personnel and material resources, and representation of the several vocational service areas for which the materials were designed (see Appendix G for site selection criteria). The criteria and an announcement letter were sent to each state director of vocational education requesting nominations of the most highly qualified institutions within their respective states. A total of 76 nominations were received from 35 states; after each application was rated against the selection criteria, ten sites were chosen as finalists. Each of the ten sites was then asked to supply additional information including potential for testing specific modules; again, the responses were evaluated against the selection criteria. Due to budget limitations described earlier, however, only the following four sites were chosen for participation with The Center in the advanced module testing at that time:

Colorado State University and University of Northern Colorado (single agreement)

Florida State University

Rutgers

During the period of May-August 1975, advanced module testing was also initiated on a self-sponsored basis at four additional sites which met basic selection criteria and chose to pay all costs of advanced testing of the materials at the site. These institutions were:

Ferris State College and University of Michigan-Flint (single contract)

Holland College, P.E.I.

Temple University

In July 1975, The Center initiated the project "National Institute for Performance-Based Teacher Education" under sponsorship of the U.S. Office of Education, EPDA 553 funding. The purpose of this project was to assist one site in each of the ten USOE Regions to plan, implement, and evaluate PBTE curricula for preparation of vocational teachers. Essentially the same selection criteria were used for site selection as used in selection of the first four advanced test sites. Letters of announcement and descriptive brochures were sent to each of the 56 states and territorial EPDA coordinators asking them to nominate qualified institutions within their respective states. Nominations were received for 39 institutions. Descriptive materials and application forms were then sent to each nominated institution. Applications were received from 29 institutions by the deadline date and these were then reviewed and evaluated against site selection criteria by the project National Advisory Panel consisting of ten persons who recommended one applicant within each of the ten USOE Regions. Project staff also evaluated each application and concurred with the National Advisory Group in selection of the following sites:

Central Washington State College	Region X
Oklahoma State University	Region VI
State University College at Buffalo	Region II
University of Arizona	Region IX
University of Minnesota-Twin Cities	Region V
University of Nebraska-Lincoln	Region VII
University of Pittsburgh	Region III
University of Tennessee	Region IV
University of Vermont	Region I
Utah State University	Region VIII

Thus, a total of 18 different institutions were selected to participate with The Center in the advanced testing of the PBTE modules.

Each institution was at liberty to select a pattern of PBTE implementation consistent with the unique needs, constraints, and commitment of the institution. They could establish their own priorities for teacher competencies, select and test those modules which best met the unique needs of the institution and of the pre- and inservice teachers being prepared. From the 100 modules it was anticipated that some sites might elect to test only 5 to 10 modules, while others might choose to test as many as 60 modules. However, no single site was expected to test all 100 of the modules.

Once a site had selected the modules it wished to test, it was preferred that a minimum of ten pre- and/or inservice teachers representing a variety of service areas would test each of the modules selected by the site. It was anticipated that no module would be tested at fewer than 2 sites, by less than 2 resource persons with a total of fewer than 20 teacher trainees. It was expected that a typical module would be tested by approximately 8 sites with 10 resource persons and 80 teacher trainees. As a maximum, no module was expected to be used by more than 15 sites, by more than 30 resource persons with more than 300 teacher trainees during the testing.

Some limitation was experienced by sites in selection of modules for testing in that the advanced test version of all 100 of the modules was not available when testing was initiated at the sites. Modules were made available to the sites for testing on an incremental basis as major revision was completed for individual modules and advanced test versions were produced. Twenty-one of the 100 modules were available when testing was initiated in January 1975; the 100th module was not available to the sites until July 1976.

PROCEDURES

Guidelines for advanced testing were developed to give direction to site personnel in the selection of teacher trainees for participation, provision of essential resources, guidance in use of the modules, and administration of the several testing instruments (see Appendix H). These guidelines served for all test sites and became a part of the written agreements which were developed and executed with each advanced test site.

In January 1975, a two-day orientation and training meeting was held at The Center to prepare site coordinators and assistant site coordinators from the three NIE sites to carry out testing functions and procedures and to orient others in these procedures at their respective sites. Then as each self-sponsored site was phased into the testing effort (May-August 1975), two-to-three day on-site orientation, training, and planning workshops were held at each self-sponsored site. These workshops were designed to prepare all site teacher education and staff development personnel who would be participating to fulfill their role as resource persons to teacher trainees in the advanced testing program.

In August 1975, an intensive one-week orientation, training, and planning workshop was held at The Center for site coordinators, assistant site coordinators, and state department of education representatives from each of the ten EPDA sites. Specific plans were also developed for on-site orientation and training of other appropriate staff at each of the sites. By this time, workshop editions of an implementation guide, a state-of-the-art report on PBTE, a resource person guide, and a student guide had been prepared for use in the national workshop and the on-site workshops. During the months of September-October 1975, Center staff assisted site coordinators in conducting two-to-three day orientation and training workshops at each of the ten sites. Again, the Guidelines for Advanced Testing of Professional Vocational Teacher Education Curricula (see Appendix H) detailed step-by-step procedures followed by sites in use of the individual modules in advanced testing and in administration of the four feedback instruments for each module test.

DATA SUMMARY AND ANALYSIS

Module-by-Module Analysis

Analysis and presentation of data on a module-by-module basis was deemed to be the most meaningful approach for several reasons. Each of the 100 modules, although following a standardized format, was a unique product. Numerous writing teams and revision teams were utilized in the development process. Since each module delivered upon a different performance element or elements, the content differed. Learning strategies differed among modules dependent upon content and the nature of the teacher competency. Further, due to the uniqueness of individual modules, they may have been tested by slightly different populations. Modules were often tested independently of one another due to priorities of test sites, needs of pre- and inservice teachers, and availability of modules for testing.

Coding keys were developed by the Evaluation Division of The Center for use in coding advanced test data for each of the advanced test instruments as they were received at The Center. Code books were also developed for use in key punching the data directly from the test instruments (Pre- and Post-Estimates of Performance, Teacher Performance Assessment Forms, Teacher Trainee's Feedback Booklets, and Resource Person's Feedback Booklets).

To facilitate the summarization of module test data, analysis of data, and the development of summary reports by individual module, computer programs were adapted and developed to perform these tasks.

One hundred computer generated individual Module Summary Reports were developed (see Appendix I for a sample copy of one of these reports).* In each of these reports, data from the Pre- and Post-Estimates of Performance forms are summarized item by item in terms of frequency counts, percent responding to each item, and the median response to each item. A chi-square test is calculated on each item between the pre- and post-test results. A t-test is also calculated between the sums of the difference scores between the pre- and post-test scores.

The numeric data from the Teacher Trainee's Feedback Booklets and the Resource Person's Feedback Booklets are presented in the Module Summary Report in terms of the percent of teacher trainees responding to each item and the percent of those responding that selected each response.

In the interest of maintaining confidentiality of individual responses, Resource Person's Feedback Booklet data are not included in the Module Summary Reports when fewer than three resource persons responded. Nor are individual written comments of teacher trainees and resource persons included in these reports.

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*Note: Due to the physical size of the 100 Module Summary Reports (a total of approximately 2,500 pages), the original computer generated reports will be maintained in project files of The Center.

Data from the module Teacher Performance Assessment Form are summarized item by item in terms of frequency counts, percent responding to each item, and the median response to each item.

Field Test Site Reports were also generated for specific test sites for each module that had been tested with a minimum of ten teacher trainees at that site. The Field Test Site Reports followed the same format as the Module Summary Reports, except that only data collected from that site was summarized and reported.

A third report, the Revisor's Report, was also computer generated for each of the 100 modules. This report exactly duplicated the Module Summary Report information; however, it also included written comments which teacher trainees and resource persons had provided relative to each of the items on their feedback booklets. Such written responses were key punched for up to 100 individuals testing each module and were printed out immediately below each item in the Revisor's Report (see Volume I, Appendix G, of this report). Written comments were not presented in the Module Summary Reports for three reasons. First, they were intended primarily as input to module refinement. Second, to further maintain confidentiality regarding the human subjects involved and thirdly, to reduce the bulk of each of the summary reports.

Across-Module Analysis

An across-module analysis was made on selected items on the Teacher Trainee's Feedback Booklet and the Resource Person's Feedback Booklet. The purposes of such an analysis were to: (1) provide a general description of the sample population participating in the advanced testing, (2) attempt to provide a general description of the "typical module" in terms of teacher trainee and resource person reaction to specific items regarding modules, and (3) identify those modules which differed significantly from the typical module relative to selected specific items. For practical reasons, considering the quantity of data available for each of the 100 modules, module summary data were utilized for this analysis. The "Frequency Subroutine" in the Statistical Package for Social Sciences on The Ohio State University System was utilized in this analysis. This subroutine permitted translation of nominal data to numeric data through use of scaling techniques, then subsequent application of appropriate statistical analyses. The measure of central tendency that was used for individual items differed depending upon the distribution of summary data scores. When the distribution of scores for an item was relatively normal the mean was used, and when the distribution was obviously skewed, the median was used as the measure of central tendency. Confidence intervals of plus and minus two deviation scores were then calculated about the mean or median score. Those modules whose median scores fell outside the confidence interval were then identified as well as the direction of deviation from the mean or median of all 100 modules.

FINDINGS

Module Effectiveness

Teacher trainee ability to perform the specified module competency, as measured by pre- and post- self-estimates of performance, increased for each of the 100 modules tested. Table 1 shows sums of mean scores for all criterion items on the pre- and post-estimates of performance for each of the 100 modules. Shown also for each module are the means of difference scores, the standard deviation of difference scores and the resultant likelihood, as measured by tests, that such a difference occurred by chance alone. The probability that the observed means of difference scores resulted from chance alone was less than 1 in 100 for 98 of the 100 modules. For 1 module, the probability was less than 5 in 100 and for 1 module the mean of difference scores was not statistically significant at the .05 level of confidence (probability was greater than 5 in 100). In interpreting this data, it should be noted that a relatively low N of 19 was reported for this module (Module A-2) and the standard deviation of difference scores was the highest among the 100 modules.

Pre- and post-test median scores were also computed for each of the 8 to 12 individual criterion items on the Estimates of Performance for each of the 100 modules. These scores are displayed by module under the heading "Estimate of Performance" within each of the 100 Module Summary Reports (see Appendix I). Chi-square tests between pre- and post-test scores were made on each criterion item with levels of statistical significance indicated for each. This item-by-item analysis helped module revisors pinpoint possible weaknesses within individual modules.

The pre- and post-test module summary data in Table 1 show, overwhelmingly, that the modules are seen as effective in developing the specified module competencies and that there is a

TABLE 1

Significance of Differences in Pre- and Post- Teacher Estimates of Performance for Each of 100 PBTE Modules as Indicated by Sums of Multiple Criterion Item Scores

Module Number	N	Sum[1] of Means of Criterion Scores Pre	Sum[1] of Means of Criterion Scores Post	Mean of Difference Scores	Standard Deviation of Difference Scores	t Test
A-1	23	21.17	34.04	12.87	10.74	<.01
A-2	19	24.67	33.27	8.91	14.73	NS
A-3	19	22.36	36.50	13.82	6.01	<.01
A-4	66	19.70	29.07	9.56	6.07	<.01
A-5	33	24.27	35.76	11.48	6.60	<.01
A-6	23	27.86	32.61	4.64	4.24	<.01
A-7	59	21.55	29.63	8.11	7.29	<.01
A-8	40	24.89	32.06	8.31	4.36	<.01
A-9	27	18.96	29.48	10.52	7.56	<.01
A-10	36	22.69	33.23	10.80	6.37	<.01
A-11	29	19.79	36.93	17.00	7.31	<.01
B-1	193	22.78	30.54	8.13	8.65	<.01
B-2	260	22.90	32.35	9.57	8.37	<.01
B-3	195	23.79	32.30	8.70	7.81	<.01
B-4	441	21.95	28.78	6.90	5.77	<.01
B-5	85	18.98	26.72	7.65	5.60	<.01
B-6	217	27.62	37.81	9.81	7.55	<.01
C-1	45	27.05	35.30	8.23	7.94	<.01
C-2	29	22.24	31.70	9.35	5.22	<.01
C-3	70	23.94	38.63	15.21	10.56	<.01
C-4	72	23.94	32.34	8.41	7.43	<.01
C-5	46	21.26	32.33	11.32	6.27	<.01
C-6	45	21.18	27.34	6.15	5.35	<.01
C-7	164	26.20	34.04	7.82	6.48	<.01
C-8	67	22.28	32.65	10.38	8.43	<.01
C-9	59	23.72	30.43	7.25	7.22	<.01
C-10	214	20.63	26.04	5.66	5.42	<.01
C-11	284	22.08	29.46	7.30	6.15	<.01
C-12	158	22.41	29.73	7.16	5.47	<.01
C-13	209	18.49	25.74	7.16	5.27	<.01
C-14	128	17.15	23.28	6.08	5.35	<.01
C-15	111	22.56	29.79	7.22	6.10	<.01
C-16	247	27.11	34.10	6.94	5.73	<.01
C-17	142	23.99	30.50	6.71	5.43	<.01
C-18	116	24.76	32.07	7.84	6.80	<.01
C-19	58	26.12	30.54	4.42	4.60	<.01

Module Number	N	Sum[1] of Means of Criterion Scores Pre	Post	Mean of Difference Scores	Standard Deviation of Difference Scores	t Test
C-20	23	23.70	30.00	6.14	5.27	< .01
C-21	134	29.39	41.00	11.16	9.30	< .01
C-22	100	21.37	30.25	7.80	6.84	< .01
C-23	99	21.03	28.48	7.56	6.23	< .01
C-24	78	26.41	35.57	8.38	8.43	< .01
C-25	63	25.45	35.61	9.16	7.48	< .01
C-26	34	27.41	32.00	4.71	4.76	< .01
C-27	20	22.79	31.17	8.18	6.55	< .01
C-28	82	22.50	30.33	8.05	7.05	< .01
C-29	72	23.54	32.85	9.23	8.00	< .01
D-1	82	23.75	31.50	8.79	7.92	< .01
D-2	89	22.27	29.82	7.65	4.66	< .01
D-3	128	19.27	25.79	6.72	5.29	< .01
D-4	121	24.36	33.54	9.18	7.62	< .01
D-5	153	24.28	33.34	9.26	6.75	< .01
D-6	99	26.06	33.43	7.52	6.02	< .01
E-1	21	23.48	33.20	10.05	7.16	< .01
E-2	24	23.54	31.50	7.96	5.83	< .01
E-3	34	21.41	34.82	13.53	6.85	< .01
E-4	35	23.24	27.76	4.58	4.76	< .01
E-5	128	20.36	26.36	5.83	5.15	< .01
E-6	98	18.76	26.21	7.35	5.93	< .01
E-7	156	23.52	32.42	8.98	6.75	< .01
E-8	47	28.15	35.32	7.17	7.40	< .01
E-9	47	22.54	30.98	8.43	7.56	< .01
F-1	84	17.29	31.03	13.87	7.13	< .01
F-2	45	24.14	28.58	5.26	4.56	< .01
F-3	53	26.12	30.76	4.64	5.67	< .01
F-4	56	25.82	32.72	7.28	6.66	< .01
F-5	38	29.21	37.14	8.66	5.94	< .01
G-1	24	20.38	32.95	12.59	8.16	< .01
G-2	17	26.29	30.71	4.41	6.11	< .01
G-3	34	27.16	36.03	9.93	5.71	< .01
G-4	25	25.13	29.82	6.55	8.66	< .05
G-5	37	29.03	40.00	12.15	7.82	< .01
G-6	16	19.81	29.86	10.14	7.42	< .01
G-7	28	27.67	34.46	6.84	7.78	< .01
G-8	23	24.77	38.62	14.24	6.64	< .01
G-9	14	26.71	34.07	7.36	6.88	< .01
G-10	21	25.24	32.40	7.15	5.36	< .01

Module Number	N	Sum[1] of Means of Criterion Scores		Mean of Difference Scores	Standard Deviation of Difference Scores	t Test
		Pre	Post			
H-1	43	21.68	34.75	13.55	5.84	<.01
H-2	26	22.65	32.75	10.42	8.44	<.01
H-3	35	21.66	31.16	9.59	6.76	<.01
H-4	33	22.75	30.70	8.16	7.57	<.01
H-5	12	19.92	31.92	12.00	11.61	<.01
H-6	30	24.47	31.04	6.42	7.95	<.01
I-1	92	28.59	34.57	6.08	6.76	<.01
I-2	31	22.64	33.26	10.96	7.44	<.01
I-3	119	27.88	39.86	12.04	6.87	<.01
I-4	24	22.55	31.91	9.38	9.60	<.01
I-5	29	25.62	36.12	11.82	6.42	<.01
I-6	65	31.40	36.37	5.13	3.86	<.01
I-7	57	29.58	34.96	5.50	4.65	<.01
I-8	54	29.72	34.94	4.90	4.59	<.01
J-1	47	17.20	29.36	12.37	5.86	<.01
J-2	48	20.45	30.05	9.47	8.44	<.01
J-3	19	20.78	30.42	9.36	7.75	<.01
J-4	47	22.00	27.77	5.65	5.96	<.01
J-5	65	21.30	30.54	10.14	8.15	<.01
J-6	50	22.89	31.49	8.69	6.33	<.01
J-7	44	25.85	34.60	9.00	7.17	<.01
J-8	30	24.46	33.00	8.15	6.72	<.01
J-9	34	25.30	31.77	7.62	6.48	<.01
J-10	37	25.39	34.49	9.22	7.01	<.01

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[1] Criterion items were unique to each module and varied from 8-12 items on a four-point scale of 1-4.

NS--not significant

relatively high degree of uniformity among the modules relative to this characteristic.

Within the Estimate of Performance form, each teacher trainee was asked the question "At this time, how well do you feel you could..." (followed then by the statement of the specific module competency). Pre- and post-test teacher trainee median responses to this question on a four-point scale of 1 to 4 are summarized for each of the 100 modules in Table 2.

For each of the modules, median scores for this item showed an increase from the pre- to the post-test. Visual examination of the scores gives the impression that across the 100 modules this increase was approximately one point on the four-point scale--generally moving from a "fair plus" to a "good plus." Median post-test scores were at the "good" (3.0) level or above for 84 of the 100 modules. Median post-test scores for 14 of the remaining modules were near the 3.0 level, however. Data were missing for two modules due to a printout malfunction. Also shown in Table 2 are the levels of likelihood that the difference in distributions of pre- and post-test scores occurred by chance alone, as measured by the chi-square test.

The probability that the observed differences in pre- and post-test distributions resulted from chance alone was less than 1 in 100 for 82 of the 100 modules. For 8 modules the probability was less than 5 in 100 and for 8 modules the probability was greater than 5 in 100 (not significant at the .05 level). Again, pre- post-test summary data strongly support the perceived effectiveness of the modules in developing the specified module competency.

TABLE 2

Significance of Differences in Pre- and Post- Teacher Estimates of Performance for Each of 100 PBTE Modules as Indicated by a Single Criterion Item Score

Module Number	N	Median Scores[1]		CHI Square
		Pre	Post	
A-1	23	1.83	3.30	< .01
A-2	19	2.00	3.58	NS
A-3	19	1.93	3.83	< .01
A-4	66	1.93	3.00	< .01
A-5	33	2.15	3.50	< .01
A-6	23	2.85	3.18	NS
A-7	59	1.78	2.90	< .01
A-8	40	2.43	3.25	< .05
A-9	27	1.58	2.88	< .01
A-10	36	1.88	3.13	< .01
A-11	29	1.33	3.00	< .01
B-1	193	2.24	3.05	< .01
B-2	260	2.09	3.08	< .01
B-3	195	2.25	3.08	< .01
B-4	441	2.24	3.18	< .01
B-5	85	2.17	3.33	< .01
B-6	217	2.42	3.33	< .01
C-1	45	2.62	3.38	< .01
C-2	29	2.38	3.58	< .01
C-3	70	1.82	3.00	< .01
C-4	72	2.25	3.18	< .01
C-5	46	1.98	3.09	< .01
C-6	45	2.63	3.30	< .01
C-7	164	2.73	3.49	< .01
C-8	67	2.11	3.15	< .01
C-9	59	2.39	3.26	< .01
C-10	214	2.48	3.18	< .01
C-11	284	2.36	3.16	< .01
C-12	158	2.41	3.17	< .01
C-13	209	2.23	3.21	< .01
C-14	128	2.16	3.17	< .01
C-15	111	2.47	3.27	< .01
C-16	247	2.74	3.36	< .01
C-17	142	2.64	3.28	< .01
C-18	116	2.36	3.06	< .01
C-19	58	2.36	3.02	< .01
C-20	23	2.63	3.20	< .05
C-21	134	2.51	3.36	< .01
C-22	100	2.78	3.52	< .01
C-23	99	2.58	3.68	< .01
C-24	78	2.67	3.43	< .01
C-25	63	2.48	3.55	< .01
C-26	34	2.80	3.08	NS
C-27	20	2.04	3.09	< .05
C-28	82	1.92	2.96	< .01
C-29	72	2.57	3.33	< .01
D-1	82	2.36	3.28	< .01
D-2	89	2.49	3.24	< .01
D-3	128	2.30	3.15	< .01
D-4	121	2.59	3.49	< .01
D-5	153	2.48	3.24	< .01
D-6	99	2.59	3.22	< .01
E-1	21	2.25	3.19	< .01
E-2	24	1.83	2.88	< .05
E-3	34	1.74	2.94	< .01
E-4	35	2.05	2.86	< .01
E-5	128	2.46	3.33	< .01
E-6	98	2.15	3.09	< .01
E-7	156	2.26	3.19	< .01
E-8	47	2.17	2.96	< .01
E-9	47	2.12	2.96	< .01
F-1	84	1.70	2.98	< .01
F-2	45	2.67	3.07	< .05
F-3	53	2.59	2.94	NS
F-4	56	2.69	3.14	< .01
F-5	38	2.88	3.20	NS

Module Number	N	Median Scores[1] Pre	Post	CHI Square
G-1	24	1.75	3.19	< .01
G-2	17	2.18	2.78	NS
G-3	34	2.54	3.15	< .01
G-4	25	2.85	3.10	NS
G-5	37	2.34	3.30	< .01
G-6	16	1.61	2.86	< .01
G-7	28	2.69	3.27	< .01
G-8	23	(data didn't print out)		
G-9	14	2.64	3.19	NS
G-10	21	2.29	3.09	< .01
H-1	43	1.96	3.31	< .01
H-2	26	2.18	3.00	< .05
H-3	35	1.86	2.85	< .01
H-4	33	1.91	3.00	< .01
H-5	12	1.80	3.14	< .05
H-6	30	1.88	2.83	< .01
I-1	92	2.89	3.55	< .01
I-2	31	2.44	3.40	< .01
I-3	119	2.21	3.11	< .01
I-4	24	2.10	3.17	< .01
I-5	29	2.22	3.11	< .01
I-6	65	3.00	3.50	< .01
I-7	57	2.85	3.36	< .01
I-8	54	2.88	3.57	< .01

Module Number	N	Median Scores[1] Pre	Post	CHI Square
J-1	47	1.66	3.05	< .01
J-2	48	2.17	3.29	< .05
J-3	19	2.38	3.31	< .01
J-4	47	2.64	3.42	< .01
J-5	65	2.40	3.22	< .01
J-6	50	2.05	3.02	< .01
J-7	44	(data didn't print out)		
J-8	30	2.36	3.25	< .01
J-9	34	2.19	3.18	< .01
J-10	37	2.50	3.26	< .01

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[1] Scale:

Poor	Fair	Good	Very Well
(1)	(2)	(3)	(4)

NS - not significant

The final learning experience of each module requires that the teacher trainee perform the specified competency in the actual teacher role and that the resource person (teacher educator, cooperating teacher, or other staff development person) assess the performance using the Teacher Performance Assessment Form (TPAF). The TPAF's are a part of the final learning experience of each module, are unique to each module, and contain from 10-65 criterion items each. Distributions of scores for each criterion item and the median score for all teacher trainees are shown for each criterion item for each of the modules within the individual Module Summary Reports under the heading "Teacher Performance Assessment Form" (see Appendix I). Table 3 shows the mean of these criterion item median scores for each of 92* modules.

Means for each module show that teacher trainees' performance, as assessed by their resource persons, was above the "good" level (3.00) for each of the 92 modules for which this data was available. Mean levels of performance scores ranged from a low of 3.06 for Module A-6 to a high of 3.77 for Modules C-25 and J-9. For 49 of the modules, mean scores fell above 3.50 or closer to the "excellent" level (4.0) than to the "good" level.

Resource Person Reactions to Individual Modules

Further information regarding usefulness of specific aspects of modules and overall module quality as viewed by resource

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*Testing of some modules (e.g., A-2, Conduct a Community Survey) late in the testing period or in summer workshop settings, created situations in which performance of the competency in the actual teacher role was impossible within the available testing time frame; therefore, TPAF data are missing for some modules.

TABLE 3

Level of Teacher Competency Achieved for Each of 100 PBTE Modules as Judged by Resource Persons Using Individual Module Teacher Performance Assessment Forms

Module Number	N	Mean of Median Scores[1] for each Criterion Item[2]
A-1	23	3.47
A-2	-	-
A-3	-	-
A-4	87	3.34
A-5	33	3.57
A-6	22	3.06
A-7	60	3.31
A-8	40	3.08
A-9	-	-
A-10	36	3.62
A-11	29	3.22
B-1	193	3.37
B-2	260	3.56
B-3	195	3.46
B-4	441	3.34
B-5	85	3.59
B-6	217	3.67
C-1	45	3.60
C-2	29	3.31
C-3	67	3.63
C-4	72	3.53
C-5	46	3.61
C-6	45	3.64
C-7	163	3.51
C-8	63	3.56
C-9	58	3.57
C-10	215	3.34
C-11	284	3.46
C-12	158	3.45
C-13	209	3.38
C-14	128	3.52
C-15	111	3.47
C-16	247	3.53
C-17	142	3.50
C-18	116	3.34
C-19	57	3.44
C-20	23	3.59
C-21	134	3.64
C-22	99	3.76
C-23	99	3.67
C-24	78	3.70
C-25	63	3.77
C-26	33	3.33
C-27	20	3.18
C-28	82	3.22
C-29	72	3.70
D-1	82	3.56
D-2	89	3.64
D-3	128	3.36
D-4	121	3.68
D-5	153	3.45
D-6	99	3.35
E-1	-	-
E-2	-	-
E-3	-	-
E-4	35	3.63
E-5	128	3.71
E-6	98	3.63
E-7	156	3.37
E-8	47	3.65
E-9	47	3.65
F-1	84	3.16
F-2	45	3.36
F-3	45	3.25
F-4	56	3.15
F-5	38	3.25

Module Number	N	Mean of Median Scores[1] for each Criterion Item[2]
G-1	24	3.67
G-2	17	3.61
G-3	34	3.48
G-4	25	3.65
G-5	37	3.71
G-6	-	-
G-7	28	3.69
G-8	-	-
G-9	14	3.61
G-10	21	3.67
H-1	43	3.46
H-2	26	3.69
H-3	35	3.32
H-4	33	3.57
H-5	12	3.32
H-6	30	3.20
I-1	92	3.66
I-2	31	3.37
I-3	119	3.36
I-4	24	3.58
I-5	29	3.65
I-6	63	3.76
I-7	57	3.55
I-8	54	3.59

Module Number	N	Mean of Median Scores[1] for each Criterion Item[2]
J-1	47	3.61
J-2	48	3.57
J-3	19	3.23
J-4	47	3.53
J-5	65	3.38
J-6	50	3.30
J-7	44	3.31
J-8	30	3.15
J-9	34	3.77
J-10	35	3.27

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[1] Scale:

NA	None	Poor	Fair	Good	Excellent
-	(0)	(1)	(2)	(3)	(4)

[2] Criterion items were unique to each module and varied from approximately 10-65 items per module.

persons using the module may be found in each Module Summary Report under the heading "Resource Person's Feedback Booklet." Summary data for selected* items from the Resource Person's Feedback Booklet are shown in Appendix K, Tables 38 to 50. In each of these tables, summaries of responses to the specific question are shown as percentages of resource persons responding to each of the response items. For example, for Module A-1 it may be seen in Table 38 that 75% of the resource persons felt that the learning experience activities were "helpful" in acquisition of the specified competency; 25% felt they were of limited help. For the same module, Table 50 shows that, of the resource persons using the module, 25% rated the overall quality of the module as "very good," 50% rated it as "good," and 25% rated it as "average." It should be noted that resource person feedback was not summarized for modules that were used by fewer than three resource persons; therefore, no data appears for some modules.

Teacher Trainee Feedback on Individual Modules

Teacher trainee responses to each of 30 items on the Teacher Trainee's Feedback Booklet are shown in Appendix J, Tables 8 to 37. In each of these tables, summaries of responses are shown as percentages of teacher trainees responding to each of the response items. Due to the fact that item numbers 14 and 15 of the Teacher Trainee's Feedback Booklet differ from module to module (dependent upon the number of learning experiences in a module) these items are not included in this summary.

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*Due to the large volume of Tables, items were selected which were judged would be of most interest on a module-by-module basis.

No attempt will be made at this point to further analyze and draw conclusions from this data presentation regarding individual modules. This data summary does permit interested readers to examine characteristics of the users of specific modules and to examine user reactions to many characteristics of the specific module or category of modules of interest. It is possible, too, to identify some differences among modules through a brief visual examination. For example, in Table 8 it appears that the educational level of teacher trainees completing the A-category modules (Program Planning, Development, and Evaluation) was higher than that for most other modules. Years of teaching experience (Table 9) also appears to be higher.

Across-Module Findings

Data in this section resulted from the summarization and analysis of summary data for all 100 PBTE modules using median scores, scaling, and computation of deviation scores as described earlier under "Data Summary and Analysis." Such an analysis makes it possible to present a general description of the sample populations and their reactions to various aspects of the modules and their use. Caution is advised, however, in that the descriptions presented in this section should not be applied to or used to characterize specific modules or categories of modules. For such descriptions, individual module data presented in Appendixes J and K should be used.

Teacher trainee characteristics.--Data relative to characteristics of teacher trainees completing modules is shown in Table 4. In the left-hand column are the variables with the item

TABLE 4

Characteristics of Teacher Trainees (TT) Completing Modules from Analysis of Teacher Trainee Feedback Module Summary Data Across All Modules

	Variable	For "Typical Module" Tested	Modules for which TT Characteristics Differed more than 2 S.D.'s
1.	Level of post-secondary education completed by TT	3 years (range 2-4+ years)	below: F-3, G-7
2.	Years of teaching experience completed by TT	approximately ½ year (range 0-3 years)	above: A-5, A-6, A-9, C-26, C-27, E-2, G-2, G-3, G-8, G-10, I-6, I-7, I-8, J-3, J-6, J-7
3.	Teaching status of TT: preservice vs. inservice	more preservice	more inservice: E-4, E-7, E-9, F-3, G-1
	secondary vs. post-secondary	more secondary	more post-secondary: B-5, C-2, C-27, C-28
4.	Instructional area taught by TT (in descending order of median percentage testing of each module)	trade and industrial	above: H-5
		business and office	above: B-5, E-1, E-2
		home economics	above: A-2, A-3, C-1, E-3, G-4, G-6, I-5
		other	above: A-6, A-9, A-10, C-27, F-2, F-5, J-3
		health occupations	above: A-11, C-6, D-1, D-2, D-3, D-4, D-5
		technical education	above: C-15, C-20, C-23, C-27
		distributive education	above: A-10, C-5, C-19, C-28, G-1, H-1, H-2
		industrial arts	above: C-19, C-28, D-6, E-1, G-5, I-2, I-5
		agricultural education	above: A-6, E-4, E-7, E-9, F-3, H-6, I-6, I-7, I-8
5.	Type of credit received by TT (graduate vs. undergraduate)	more undergraduate	more graduate: I-6, I-7, I-8
6.	Number of modules completed	1-6	

number corresponding to the item in the Teacher Trainee's Feedback Booklet. Under the "Typical Module" column are shown the response items that best characterized the computed mean or median response across all 100 modules. From this data, the teacher trainee completing the "typical module" could be characterized as having completed three years of post-secondary education, having taught approximately one-half year, a preservice teacher, and preparing to teach at the secondary level. Further, the teacher trainee was most likely to be preparing to teach in the trade and industrial area and least likely to be preparing to teach in the area of agricultural education. Modules for which this description differed more than two deviation scores are shown in the right-hand column with an indication of the direction of deviation from the "typical module." For example, the median educational level for teacher trainees completing Modules F-3 and G-7 was less than two years of post-secondary education.

Upon examination of titles of modules for which teacher trainees differed from the "typical module" characterization in years of teaching experience (item #2), we find several modules that we would expect to find. More experienced teachers would be expected to be using modules on program planning, community relations, and supervision of student teachers. This may be interpreted, too, as an indication that these specific modules were indeed tested with sub-populations for which the modules were intended and most appropriate.

Modules listed opposite a vocational service area indicate that the median percentage of teacher trainees categorized in that service area was higher for that module than for the "typical module." For example, the median percentage of teacher trainees categorized as trade and industrial was higher for Module H-5 than for the "typical module."

In terms of the "typical module," the teacher trainee was pursuing the module for undergraduate credit rather than graduate credit. As would be expected, Modules I-6, I-7, and I-8, all dealing with planning for and supervising student teachers, differed from the others in that teacher trainees were receiving graduate credit.

For the "typical module," the teacher trainee had already completed from one to six other modules.

Module characteristics from teacher trainee feedback.--Teacher trainee feedback which is useful in describing the "typical module" is summarized across all 100 modules and shown in Table 5. Numbers and variables in the left-hand column correspond to item numbers and items in the Teacher Trainee's Feedback Booklet. In the center column under "Typical Module" are the response items which the computed mean or median scores across all 100 modules indicated as characteristic of the typical module. Modules whose median scores for the specific item were more than two standard deviations from the mean or median of all 100 modules are shown in the right-hand column. The direction of deviation (e.g., "above," "below") or the response (e.g., "definitely yes," "not sure") which was most descriptive of the median score for the differing modules are also indicated.

TABLE 5

Characteristics of PBTE Modules from Analysis of Teacher Trainee (TT) Feedback Module Summary Data Across All Modules

	Variable (TT Feedback)	"Typical Module"	Modules Differing more than 2 S.D.'s
7.	Time spent completing module	2-3 hours	above: A-2, A-3 below: E-4
8.	Reasonableness of time required for competency development	yes--reasonable	definitely yes: A-2, A-3, A-10, I-5
9.	Factors contributing significantly to competency development (in descending order of mean % age contribution)	module approximately 75%	above: G-1 below: C-20, E-7, G-4
		resource person 30%	above: G-7 below: G-8
		other resources 22%	above: G-4, G-8, G-9, J-3
		peers 13%	above: A-3, C-19, I-6, I-7, I-8
10.	Resource person assistance requested	1.3 times	above: A-8, C-22, G-6, H-5, I-6
11.	Clarity of module introduction	yes	above: A-2, A-5, G-1, G-5, I-6
12.	Clarity of module directions	yes	above: C-8
13.	Clarity of module objectives	yes	
16.	Optional learning activities completed	yes a few--no	above: H-5
17.	Clarity of learning experiences	yes	
18.	Realistic learning experiences	yes	Not sure: A-7, G-5
19.	Sequence of learning experiences logical	yes	above: I-5
20.	Adequacy of information sheets	just about right	too much: G-6 too little: A-6, C-19
21.	Consistency of information	yes	definitely yes: A-1, A-5, F-5, G-10 not sure: I-6
22.	Knowledge gaps filled	yes, some--yes, most	more: A-5 less: C-14, C-20, G-2
23.	Module information relevant	yes	definitely yes: A-5, H-1, I-5
24.	Presence of bias (e.g., economic, ethnic, racial, sexual, cultural)	no	slightly: D-1, E-1, E-2, F-2
25.	Usefulness of feedback	yes	toward definitely yes: F-5, G-2, G-10, H-5 toward not sure: A-6, C-19

Variable (TT Feedback)	"Typical Module"	Modules Differing more than 2 S.D.'s
26. Format well organized	yes	toward definitely yes: A-1, G-1 toward not sure: C-28
27. Reaction to symbols	helpful	less: A-5, C-20, C-28
	interesting	more: A-1, A-2, A-3, A-5, E-2, G-1
	liked	more: G-2, G-8, I-6
28. Reaction to illustrations	helpful	very helpful: A-2, A-3 less: G-4, G-7, H-3, I-1
29. Reaction to color coding	helpful	more: A-2 less: C-10, H-3, H-6
30. Usefulness of estimates of performance	yes--not sure	less: A-1, A-8, C-23, E-4, G-4, G-8, I-4
31. Module vs. traditional college education courses:		
more interesting	favors module	toward traditional: A-8
allows more personal contact	"toss-up" (might favor traditional)	toward module: C-6, C-8, C-27, G-1, J-4, J-5
activities more motivating	favors module	toward traditional: A-3, A-8, E-5, J-9
opportunity to work at own pace	module--always	less sure: C-14, C-19, C-20, E-4, E-5, E-9
provides greater variety of experience	favors module	toward traditional: A-10, E-4
helps achieve greater competency	module	toward traditional: A-6, A-8, B-5, C-20, G-8
more efficient use of time	module	less sure: C-14, C-20, E-5, E-8
32. Module the preferred method of instruction	yes	toward definitely yes: F-2, J-8 toward not sure: C-14, G-4, H-6

The "typical module" can thus be described as: requiring two to three hours* to complete; requiring a reasonable amount of time for the competency developed; contributing significantly to competency development (and more so than the resource person, other resources, and peers, in that order). Typically, the teacher trainee contacted the resource person from one-to-three times for help while completing the module.

The module introduction, directions, objectives, and learning experiences were clear. "A few" to "no" optional learning activities of the module were completed.

Learning experiences were realistic and logically sequenced. Adequacy of content of information sheets was "just about right" and filled knowledge gaps from "some" of the time to "most" of the time. Module information was also relevant and consistent.

Bias (e.g., economic, ethnic, racial, sexual, cultural) was not present.

Feedback was useful; the format was well organized; symbols were helpful, interesting, and liked; illustrations were helpful; and color coding was helpful. Reactions to usefulness of the Estimate of Performance (test instrumentation--not a part of the module) in assessing instructional needs ranged from "yes" to "not sure."

In comparing their experience with the typical module versus traditional college education courses, teacher trainees found that the module was more interesting with more motivating activities, and offered greater opportunity to work at their own pace. The module also provided greater variety of experience, helped achieve greater competency, and was more efficient in use of time. There was a "toss up" between the module and college education courses as to which allowed more personal contact to be made.

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*It should be noted that the time requirements for inservice teachers to complete specific modules varies widely to the degree that previous work contributes toward module requirements.

Teacher trainees enjoyed the modular method of instruction more than conventional methods.

Resource person characteristics.--Characteristics of individuals fulfilling the role of resource person for the PBTE modules are shown in Table 6. Variables with their corresponding item number from the Resource Person's Feedback Booklet are shown in the left-hand column. Under the "Typical Module" column are shown the response items which, as indicated by mean or median scores across all modules, are most descriptive of the resource persons relative to each variable. In the right-hand column are listed the modules for which median scores differed from the mean or median across all modules by more than two standard deviations. The direction of such differences is indicated for each module also.

From this data, the resource persons testing the "typical module" could be characterized as having a male/female ratio of two to one, having five and one-third years of teaching experience, and four years of occupational experience. Their highest level of formal education was between the master's and doctorate, and the largest percent of their professional time employed was as university instructional staff. Then, in descending order of

TABLE 6

Characteristics of Resource Persons (RP) Using Modules from Analysis of Resource Person Feedback Summary Data Across All Modules

	Variable (RP Feedback)	For "Typical Module" Tested	Modules for which RP Characteristics Differed more than 2 S.D.'s
1.	Sex of resource person	male/female ratio 2:1	higher female: B-5, C-1, C-5, G-6
2.	a. Years of college and/or secondary teaching experience	$\bar{X}$ = 5.34 years	less: F-2, F-5
	b. Years of occupational work experience	$\bar{X}$ = 4.06	less: H-4 more: C-14, F-3, F-4
3.	Highest level of formal education	masters--doctorate	less: J-5
4.	Percent of professional time employed in position (including median percent of professional time)	university instructional staff (60%)	less: J-5
		school teacher (10%)	-
		other (.05%)	more: F-1, F-2, F-3, F-4
		university administrator (.04%)	more: A-5, E-7, G-3, G-4, I-3, I-6, I-7, I-8
		other post-secondary instructional staff (.04%)	more: C-3, C-6, C-8, C-12, C-14, C-26
		other post-secondary administrator (.02%)	more: B-6, C-6, C-26
		state department of education (.02%)	more: C-3, C-8, D-4, D-5, I-1
		school administrator (.02%)	more: A-1, C-26, C-27, G-8, J-5
		school counselor (.02%)	more: F-1, F-2, F-3, F-4
		university counselor (.01%)	more: F-3, F-4, H-2, H-3, H-6
		other post-secondary counselor (.005%)	more: B-2, C-12, C-13, C-19
5.	Exposure to PBTE	more than limited exposure	less: F-5 more: A-11
6.	Number of teacher trainees served on this module	5.63	less: F-5, G-2, G-4, G-6, G-9

percent of their professional time employed was as school teacher, other, university administrator, other post-secondary staff, other post-secondary administrator, state department of education, school administrator, school counselor, and other post-secondary counselor.

Resource persons had more than limited, but not extensive, exposure to PBTE and had served as resource person to five or six teacher trainees on the module.

Module characteristics from resource person feedback.--Resource person feedback which is useful in describing the "typical module" is summarized across all modules and shown in Table 7. These characteristics are presented in essentially the same format as was teacher trainee feedback. However, variables and their numbers shown in Table 7 correspond to item numbers in the Resource Person's Feedback Booklet.

Resource persons participating in advanced module testing indicated that module terminal objectives helped them understand module intent; in nearly all cases, enabling objectives helped them understand intent of learning experiences; and the introduction gave a good overview of the module. Several components of the module were considered to be "helpful" to "very helpful." Those components were the "Module Structure and Use," learning experience "Overviews," learning experience "Activities," information sheets, and "Feedback" sections.

Resource persons felt that depth of content was "usually" to "in nearly all cases" adequate. They felt, too, that no problems were experienced in going from one learning experience to another.

TABLE 7

Characteristics of PBTE Modules from Analysis of Resource Person (RP) Feedback Module Summary Data Across All Modules

Variable (RP Feedback)	"Typical Module"	Modules Differing More than 2 S.D.'s
7. Terminal objective helped understand module intent	yes	(deviation scores not computed)
8. Enabling objectives helped understand learning experience intent	nearly all cases	usually: E-3, F-2, F-3, F-4 G-9, I-1, I-2, I-7
9. Introduction gave good overview of module purpose	yes	toward not sure: C-1, C-3, C-17, C-20, D-6
10. Helpfulness of "Module Structure and Use"	helpful - very helpful	slightly less: A-1
11. Helpfulness of learning experience "Overviews"	helpful - very helpful	slightly less: A-1, C-27
12. Helpfulness of learning experience "Activities"	helpful - very helpful	slightly less: G-9
13. Helpfulness of information sheets	helpful - very helpful	slightly less: F-2
14. Helpfulness of learning experience "Feedback" sections	helpful - very helpful	toward limited help: D-2
15. Adequacy of depth of content	usually - nearly all cases	usually not: C-1, C-5, C-17, C-19, C-26, D-6, J-4
16. Problems going from one learning experience to next	no problems	some problems: B-3, B-5, C-19, E-5, J-9
18. **Resource person time spent:**		
a. Preparing to use module	$\bar{X}$ = 1.58 hours	(deviation scores not computed)
b. Working with large groups	$\bar{X}$ = 2.31 hours	(deviation scores not computed)
c. Working with small groups	$\bar{X}$ = 2.33 hours	(deviation scores not computed
d. Working with individuals	$\bar{X}$ = 2.45 hours	(deviation scores not computed)
19. Time resource person would have spent in traditional instruction:		
a. Preparing for class	$\bar{X}$ = 2.45 hours	(deviation scores not computed)
b. Working with large groups	$\bar{X}$ = 2.51 hours	(deviation scores not computed)
c. Working with small groups	$\bar{X}$ = 3.03 hours	(deviation scores not computed)
d. Working with individuals	$\bar{X}$ = 2.57 hours	(deviation scores not computed)

	Variable (RP Feedback)	"Typical Module"	Modules Differing More than 2 S.D.'s
20.	Time resource person would use if using module again:		
	a. Preparing to use module	$\bar{X}$ = 1.17 hours	(deviation scores not computed)
	b. Working with large groups	$\bar{X}$ = 2.11 hours	(deviation scores not computed)
	c. Working with small groups	$\bar{X}$ = 2.53 hours	(deviation scores not computed)
	d. Working with individuals	$\bar{X}$ = 4.57 hours	(deviation scores not computed)
21.	Value of achievement worth effort required	yes	not sure: G-5, G-9, H-1, H-2, J-1
22.	Terminology consistent	yes	toward not sure: C-27, C-28, D-1, E-2, I-3
23.	TPAF performance components important elements of competency	yes - definitely yes	not sure: J-7
24.	Teacher trainees time spent in:		
	Individual study	$\bar{X}$ = 75.2%	(deviation scores not computed)
	Small groups	$\bar{X}$ = 29.1%	(deviation scores not computed)
	Large groups	$\bar{X}$ = 28.9%	(deviation scores not computed)
	Other procedures	$\bar{X}$ = 9.2%	(deviation scores not computed)
25.	If module used again, would like teacher trainee to spend in:		
	Individualized study	$\bar{X}$ = 67.1%	(deviation scores not computed)
	Small groups	$\bar{X}$ = 29.0%	(deviation scores not computed)
	Large groups	$\bar{X}$ = 25.1%	(deviation scores not computed)
	Other procedures	$\bar{X}$ = 15.0%	(deviation scores not computed)
26.	Ease of module use in group instruction	yes - yes with ease	less: C-27, F-5, G-9
27.	Contradictions or inconsistencies	no	less sure: I-6
28.	Presence of bias (e.g., economic, ethnic, racial, sexual, cultural)	no	slight: C-2, C-3, C-8
29.	Prerequisites necessary	somewhat - yes	less: A-1, A-7, G-2, J-10
30.	Amount teacher trainees learned from module	moderate - substantial	more: F-2 less: F-5

	Variable (RP Feedback)	**"Typical Module"**	**Modules Differing More than 2 S.D.'s**
31.	Would use estimate of performance as pre-assessment	not sure - yes	less: A-1, F-5, G-5
32.	Would recommend module to fellow instructor	probably - definitely	less sure: G-5
33.	Would use module again	probably - definitely	
34.	Overall quality of module	good - very good	

In considering resource person time spent using the module, mean scores indicate that nearly equal amounts of time were spent working with large groups, working with small groups, and working with individual students. Less time was spent in preparing to use the module. Traditionally, in covering the same content of the module, the resource person would have spent approximately equal amounts of time preparing for class, working with large groups, and working with individual students. More time would have been spent working with small groups. If using the module again with 15 students, resource persons would spend the most time working with individual students, then working with small groups, working with large groups, and preparing to use the module, in that order. It may be noted also that, if using the module again, resource persons would spend less time preparing to use the module and more time working with individuals than they spent the first time they used the modules.

Resource persons felt that the achievement demanded by the module was worth the effort, that terminology was consistent, and that the performance components listed on the Teacher Performance Assessment Form were important elements of the competency.

Resource persons reported that, in using the module, the teacher trainee's time was spent mostly in individual study. Small-group and large-group activities accounted for nearly equal percentages of time, and other procedures accounted for the smallest percent of teacher trainee time. It should be noted that in summarizing this data means shown were computed using median percentages across all modules. Therefore, totals of the mean percentages do not necessarily equal 100%.

In reporting how they would like teacher trainees to spend their time if using the module again, resource persons indicated that the highest percentage of time should be spent in individualized study followed in order by small groups, large groups, and other procedures. Mean percentages show some changes from the breakdown for initial use of the module with slightly lower percentages for individual study and large groups and a higher percentage of time for other procedures.

Resource persons felt that the module could be easily used in group instruction and that it did not contain contradictions or inconsistencies. They did not notice flagrant bias (e.g., economic, racial, sexual, or cultural) within the module. In terms of necessity of module prerequisites, they indicated "somewhat" to "yes."

Resource persons felt that teacher trainees learned a moderate to a substantial amount from the module.

When asked if in the future they would use the Estimate of Performance (part of the advanced test instrumentation) as a needs assessment instrument, resource persons responded "not sure" to "yes."

Responses of "probably" to "definitely" were given to both questions, "Would you recommend this module to a fellow instructor in its present form?" and "Would you use this module again?"

Resource persons rated the overall quality of the module as "good" to "very good."

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this section is to set forth conclusions drawn from findings and experiences in conducting the study and to make recommendations for further action based upon these conclusions.

In the advanced test design, two overall purposes were considered: (1) to provide user feedback to program staff to aid in refinement of materials in preparation for publication, and (2) to provide information regarding effectiveness of the products in development of the specified teacher competencies. Information relative to the use of user feedback in refinement of materials and subsequent changes made prior to publication is given in Volume I of this report.

The conclusions offered below represent our best judgment and evidence of the modules' effectiveness and characteristics. They are, of course, subject to the limitations inherent in self-report and observational data.

1. The major conclusion supported by the advanced test is that each of The Center's 100 Performance-Based Teacher Education Modules is effective in development of the specified professional teacher competency. This conclusion is supported by statistically significant differences found between pre- and post-test scores for 99 of the 100 modules. Resource person mean ratings of teacher performance in the actual teacher role indicated that, following module use, teachers performed at the "good" to "excellent" level for each of 92 of the 100 modules.

2. Based upon characteristics of test sites, it is concluded that the modules are equally effective across a wide variety of program designs and institutional settings.

3. Based upon characteristics of the test sample, it is further concluded that:

    a. the materials are effective with teachers in all vocational service areas

    b. the materials are effective with both preservice and inservice teachers

    c. the materials are effective with individuals preparing for secondary and post-secondary teaching

    d. most modules were pursued for undergraduate rather than graduate credit

4. *Design of the modules makes adequate provision for individualization.*--In comparing module use to traditional college education courses, teacher trainees reported that modules (a) offer greater opportunity to work at their own pace, (b) provide greater variety of experience, and (c) are more interesting. Teacher trainees found module feedback to be useful, they completed a few optional activities, and contacted their resource person for assistance in completing modules. Resource persons also reported learning experience feedback sections to be helpful.

5. *The content of modules is accurate and consistent.*--Teacher trainees reported information to be adequate and consistent; and resource persons reported terminology to be consistent and overall module quality as good to very good.

6. *The modules are clear and easily understood.*--Teacher trainees considered module introductions, directions, objectives, and learning experiences to be clear and easily understood. Resource persons reported that module objectives helped understand module and learning experience intent and that introductions gave a good overview of module purpose.

7. *The modules are practical and easy to use.*--Teacher trainees found that module format was well organized, the sequence of learning experiences was logical, and the modules provided for more efficient use of time. Resource persons considered the "Module Structure and Use" section and learning experience "Overviews" to be helpful. They also reported that students had no problems in going from one learning experience to the next, that modules could be used easily in group instruction, and that the value of achievement was worth the required effort.

8. Module content is appropriate.--Teacher trainees found that the learning experiences were realistic, the adequacy of information was "just about right," and the information filled existing knowledge gaps. Resource persons also considered depth of content to be adequate.

9. Modules and their content are relevant.--Teacher trainees reported that module information was relevant and that modules helped them achieve greater competency than traditional instruction. Resource persons considered that the information provided was helpful, the performance components were important elements of the competency, and the teacher trainees learned a moderate to substantial amount from the module.

10. The modules are socially sensitive.--Teacher trainees and resource persons reported that no flagrant bias was present (e.g., economic, ethnic, racial, sexual, cultural).

The following recommendations concerning The Center's PBTE curricula materials are made, based upon the findings and conclusions reported herein and upon the experiences of program staff in interaction with numerous teacher educators, department chairpersons, college and university deans, community and junior college deans, directors of staff development, representatives of NIE and USOE, and others who have worked with The Center in this development and testing effort.

1. It is recommended that these PBTE curricular materials continue to be used in the preservice and inservice preparation of both secondary and post-secondary vocational teachers in all vocational service areas.

2. It is recommended that additional implementation designs and models be developed and tested (including differentiated staffing patterns) for more effective utilization of the materials in the more traditional teacher preparation settings (college and university).

3. It is recommended that special projects be undertaken to more thoroughly test the materials for utilization in teacher preparation in non-traditional settings (e.g., post-secondary and local education agency staff development programs, labor and industry instructor training programs).

4. It is recommended that an intensive, funded dissemination effort be launched to inform all potential users of these products of their availability and effectiveness (including existing and potential Teacher Corps projects and Teacher Centers).

5. It is recommended that all persons considering use of these materials receive training in the basic concepts of PBTE, the nature and use of these materials, program design and implementation, and their individual roles in conducting PBTE programs.

6. It is recommended that the research base of essential teacher competencies be updated and verified to reflect the current and projected teaching practices incorporating the latest research findings on teacher effectiveness.

7. It is recommended that teacher effectiveness studies be conducted to determine the few most critical teacher competencies and that clusters or packages of modules be identified to deliver on these competencies.

8. It is recommended that key competencies be identified and adaptations and/or new materials be developed for those unique competencies needed by teachers of handicapped and other special needs populations.

9. It is recommended that mediation packages be developed for the present materials to enhance their appeal and utility with learners representing a variety of learning styles.

10. It is recommended that a system be established immediately to assure the availability of necessary resources for a continuing updating, improvement, and appropriate addition to the current published version of the products.

11. It is recommended that studies be designed and conducted to evaluate the effectiveness of PBTE programs in development of desired teacher competencies.

12. It is recommended that studies be designed and conducted to compare the cost-effectiveness of PBTE programs versus other more traditional teacher preparation programs.

APPENDIX A

EVALUATION DESIGN:

Problems and Likelihood

1. Internal Validity:
   The basic question is whether the treatment made any difference.

2. External Validity:
   The basic question is to what the results can be generalized (e.g., populations, settings, variables, etc.).

	1. Internal								2. External			
	1. Contemporary History (other events)	2. Maturation Processes (growth)	3. Pretesting Procedures (learning)	4. Measuring Instruments (standard changes)	5. Statistical Regression (extreme scores)	6. Differential Selection (of students)	7. Experimental Mortality (loss of students)	8. Interaction between two or more of 1-7	9. Interaction of Pretesting and Program	10. Interaction of Selection and Program	11. Reactive Effects of Experimental Procedures	12. Multiple Treatment Interference
Design I: Post Test Only ▭ X	-	-				-	-			-		
Design II: Pre-Post Test X ▭ X (Ref: Campbell & Stanley)	-	-	-	-	?	+	+	-	-	-	?	
Level of Likelihood*												
Likely			0	0				0		0		0
Maybe						0	0		0			
Unlikely	0	0			0						0	

*The specific "level of likelihood" given a potential problem is based on non-structured, informal feedback from the test sites. Any of the potential problems listed and not controlled by the evaluation design would be a real problem in assessing the impact of the module.

Explanation of symbols:

X = test
▭ = use of module
- = not controlled by evaluation design
+ = controlled by evaluation design
? = not sure with this design

APPENDIX B

Rate the teacher's level of performance on each of the following performance components involved in determining the needs and interests of students. Indicate the level of the teacher's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was inapplicable, or impossible to execute, place an X in the N/A column instead.

TEACHER PERFORMANCE ASSESSMENT FORM*

	LEVEL OF PERFORMANCE					
In determining students' needs and interests, the teacher:	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. located and reviewed available information in the central office, the guidance office, and the vocational department......						
2. analyzed these data in terms of the individual and group needs and interests of the students..........................						
3. arranged with the guidance office for the administration of standardized tests (e.g., Kuder, GATB), if necessary................						
4. arranged with the guidance office for help in interpreting standardized test scores, if necessary............................						
5. determined what additional information was necessary, and obtained these data through:						
a) the use of questionnaires and/or checklists administered to students..........						
b) encouraging students to discuss their needs and interests....................						
c) interviews with parents................						
d) consultation with other staff members (e.g., former teachers, counselor)						
6. summarized the data obtained for each student, and for the class as a whole						
7. recorded in usable form all information obtained						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, discuss this with your resource person and, if necessary, the learning experience, or part of it, must be repeated.

---

*This example is from Module B-1, "Determine Needs and Interests of Students"

APPENDIX C

ESTIMATE OF PERFORMANCE

(Module A-1)

(CONFIDENTIAL)

This booklet contains several easy-to-complete items. Please respond to each item as frankly as possible. You need not respond to any item about which you feel reluctant.

The items are designed only to collect information related to the module. Your responses will be kept confidential and not used to make any judgmental statements about you or anyone else. It is further understood that your participation is voluntary. The only reason your name is requested is so the instruments completed by you can be matched.

Name____________________________________

Date ____________________________________

Module No. _______________________________

Performance-Based Curricula Program
The Center for Vocational Education
The Ohio State University
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1975

OMB No. 51-S75035
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Plan a Community Survey

(Module A-1)

Directions: The following tasks describe several of the performance components necessary to effectively plan a community survey for an actual school or district situation. Using the definitions for each level of performance given below, you are to respond to several items on the opposite page. First, please study the definitions below.

Poor:	You are unable to perform this task, or have only very limited ability to perform it.
Fair:	You are unable to perform this task in an acceptable manner, but have some ability to perform it.
Good:	You are able to perform this task in an effective manner.
Excellent:	You are able to perform this task in a very effective manner.

Now, please respond to each of the items by checking (√) your level of performance.

A. At this time, how well can you perform (execute) the following tasks?

	Level of Performance			
	Poor	Fair	Good	Excellent
1. Identify the information which needs to be included in any plan for obtaining administrative approval to conduct a community survey				
2. Develop a plan for obtaining administrative approval to conduct a community survey				
3. Identify the groups which should be represented on the survey steering committee				
4. Develop a plan for organizing a steering committee to assist with the survey				
5. Identify the geographical region to be surveyed				
6. Develop a plan for involving the Chamber of Commerce in the community survey				
7. Develop a plan for involving the State Department of Education and/or University personnel in the community survey				
8. Develop a plan for involving the local office of the U.S. employment service in the community survey				
9. Develop a plan for adapting or developing the instruments to be used in conducting the survey				
10. Develop a plan for recruiting and working with the survey staff				

B. How many times have you already planned a community survey for an actual school or district situation?

______ 0
______ 1 – 3
______ 4 – 6
______ 7 – 9
______ 10 or more

C. At this time, how well do you feel you could plan a community survey for an actual school or district situation? (Consider all of the tasks involved.)

______ Poor
______ Fair
______ Good
______ Excellent

APPENDIX D

INSTRUMENTATION STUDY ON ADVANCED TESTING OF PERFORMANCE-BASED TEACHER EDUCATION MODULES

by

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1976

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INSTRUMENTATION STUDY ON ADVANCED TESTING OF PERFORMANCE-BASED TEACHER EDUCATION MODULES

Background and Purpose

In the competency/performance-based movement, the procedures and instrumentation required to assess the performance of teachers-in-training have been important concerns of many teacher educators. However, little can be found in the area of scientific inquiry concerning the reliability and validity of the assessment devices. Obviously, assessment poses problems. In a discussion of the subject, Elam (1971) observed that "the overriding problem before which the others pale to insignificance is that of the adequacy of measurement instruments and procedures...[CBTE] can only be successful if there are adequate means to assess the competency of the student."

Merwin (1973) also pointed out the need for educators to look critically at assessment measures: "If the basic principle upon which [CBTE] rests is acceptance of the existence of competency on the basis of demonstration through performance, its success hinges on adequate assessment."

Parker (1974), in an evaluation of the Weber State program, also cited problems in determining the reliability and validity of measures used to assess student performance.

The Research and Development Division of The Center for Vocational Education at The Ohio State University, Columbus, Ohio has been conducting a series of projects to develop and test a performance-based curriculum for vocational teacher preparation. The curriculum consists of one hundred self-contained and individualized learning packages called modules. Each module has a Teacher Performance Assessment Form, specifically designed for the evaluation of the teaching competency that is required in that module. To aid in the advanced testing of these modules, a set of Estimate of Performance instruments are designed to collect pre- and post-test data.

The CVE performance-based curricula project staff and advisory committee members are concerned with the following three problems:

- the ability of the Estimate of Performance instruments to reliably measure student performance
- the ability of a Teacher Performance Assessment Form to reliably measure student performance
- the ability of the Estimate of Performance instruments to provide valid estimates of the actual ability of teachers-in-training

• This instrumentation study was undertaken for the following purposes:

- To obtain some estimates of the reliability of selected Estimate of Performance instruments.
- To obtain some estimates of the reliability of a Teacher Performance Assessment Form.
- To obtain some estimates of the validity of one of the Estimate of Performance instruments.

Design, Methods, and Procedures

Fifty-four preservice and inservice vocational teacher education students at The Ohio State University were the subjects used in the study. The sample was proportionally and randomly selected, based on the most recent national statistics of vocational teachers (U.S. Department of Health, Education, and

Welfare, 1974). It represents six vocational service areas: (1) agricultural education, (2) distributive education, (3) home economics education, (4) office education, (5) trade and industrial education, and (6) others (e.g., health occupations, technical, etc.). Figure 1 presents the sample distribution according to the vocational service areas.

A package consisting of six short instruments was administered twice. Four of these instruments were selected from approximately the first fifty Estimate of Performance instruments that were developed for use with the 100 modules during the advanced testing. The fifth instrument was the Estimate of Performance form for Module B-4 (Write a Lesson Plan). These five instruments were randomly packaged together. Inclusion of four Estimates of Performance in addition to the form for Module B-4 served two major purposes: (1) internal consistency reliability coefficients could be computed on a larger sampling of Estimates of Performance, and (2) the effects of pretest sensitization of subjects to the items on a single Estimate of Performance were greatly reduced. A sixth instrument, to be completed first, was included to collect demographic data.

Two meetings, approximately two weeks apart, were held for the subjects. At the first meeting, an overview of the study was given along with an opportunity to complete the instrument package. At the beginning of the second meeting, the subjects again completed the instrument package. Following the second completion of the instrument package, the subjects were asked to write a lesson plan for use in teaching students to write a résumé.

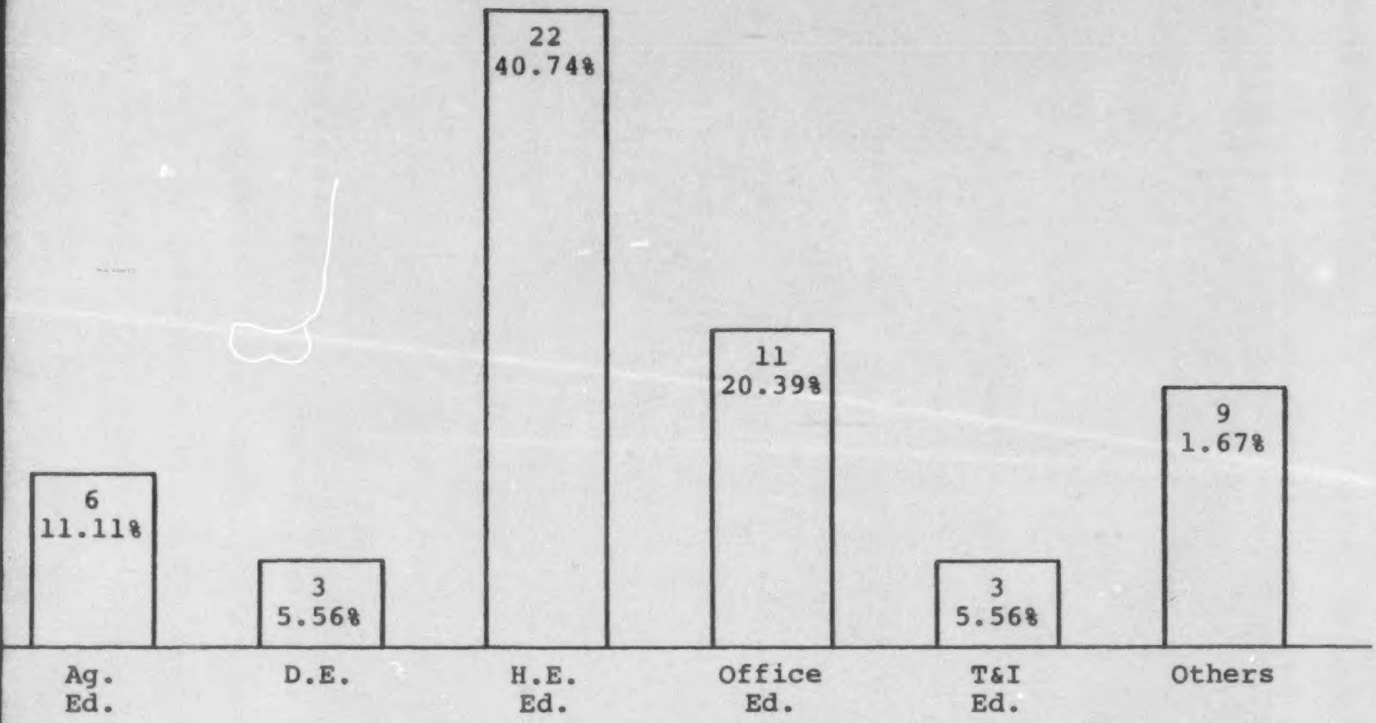

Figure 1. Sample distribution in six vocational areas (N = 54).

A package, consisting of a list of criteria for a good lesson plan, an information sheet on writing a résumé, twenty sheets of blank paper, and a pencil, was provided. The list of criteria for a good lesson plan was developed based on the module content of B-4, Write a Lesson Plan, and its Teacher Performance Assessment Form.

Each of the lesson plans that were so developed by the subjects was rated independently by three expert vocational teacher educators, using the Teacher Performance Assessment Form from Module B-4. A two-hour session, designed to orient raters to the study and the task, was held prior to the actual rating of the lesson plans. Each rater was given a package consisting of the following:

- fifty-four randomly ordered and coded lesson plans
- sixty-five copies of the B-4 Teacher Performance Assessment Form, coded with rater's assigned numbers
- the list of criteria for a good lesson plan
- the information sheet on writing a résumé
- a pencil

Prior to conducting the study, the study procedures were pilot tested with three vocational students not included in the sample and two vocational teacher educators other than the actual raters.

Data Analysis

Frequency counts were performed on all the variables used in this study. Internal consistency coefficients were computed on both administrations of the five Estimate of Performance instruments and the Teacher Performance Assessment Form completed by each of the three raters.

Correlation coefficients were calculated among the total fifty items in the five instruments from both administrations.

Two self-rating composite scores were computed for each subject on the Module B-4 Estimate of Performance form by summing their scores for each administration.

Three rater-rating composite scores were also calculated for individual subjects by adding the scores given to them by each of the three vocational teacher educators.

Correlation coefficients were computed among these two self-rating and three rater-rating composite scores to obtain the coefficients of test-retest reliability and internal reliability.

Findings

Exceedingly high internal consistency reliability was obtained in all five Estimate of Performance instruments from both administrations, using Spearman-Brown and Kuder-Richardson formulas (Nos. 8, 14, and 20). The range of all the coefficients of reliability was .971 and .900. Reliability estimates of the five instruments by four formulas are presented in Table 1.

Very high internal consistency reliability was also found in the Module B-4 Teacher Performance Assessment Form, using Spearman-Brown and Kuder-Richardson formulas (Nos. 8, 14, and 20). The range of the coefficients of reliability among the three raters was .951 and .846. Reliability estimates of the B-4 instrument by the four formulas are presented in Table 2.

TABLE 1

INTERNAL CONSISTENCY RELIABILITY ESTIMATES (N = 54)

Instrument	Total Items	Spearman-Brown	Kuder-Richardson No. 8	Kuder-Richardson No. 14	Kuder-Richardson No. 20
B-4	9				
1st Admin.		.925	.934	.917	.916
2nd Admin.		.956	.958	.948	.947
C-18	10				
1st Admin.		.965	.948	.935	.934
2nd Admin.		.956	.956	.945	.944
D-4	10				
1st Admin.		.973	.965	.956	.955
2nd Admin.		.967	.971**	.962	.961
E-7	10				
1st Admin.		.962	.931	.913	.913
2nd Admin.		.960	.925	.903	.950
I-5	11				
1st Admin.		.944	.925	.903	.900*
2nd Admin.		.941	.944	.932	.931

---

*Lowest coefficient of reliability

**Highest coefficient of reliability

TABLE 2

RELIABILITY ESTIMATES OF B-4 TEACHER PERFORMANCE ASSESSMENT FORM (N = 54)

Rater No.	Spearman-Brown	Kuder-Richardson		
		No. 8	No. 14	No. 20
1	.913	.882	.847	.846*
2	.951**	.945	.930	.929
3	.946	.923	.902	.901

---

*Lowest coefficient of reliability

**Highest coefficient of reliability

High test-retest reliability was found with a coefficient of reliability of .875 on the Module B-4 Estimate of Performance form. However, moderate and low inter-rater reliability were obtained in this study. The three coefficients of inter-rater reliability are: (1) .53 between rater 1 and rater 2, (2) .448 between rater 1 and rater 3, and (3) .299 between rater 2 and 3.

Negligibly low positive correlations were found between self-rating composite score and two rater-rating composite scores. They are .049 and .089. A negligibly low negative correlation (-.126) was found between self-rating composite score and the third rater-rating composite score. This finding seems to be consistent with the two important empirical questions in teacher education raised by Elam (1971): Who should assess performance, and whose performance should be most indicative of competency--the teacher's or the learner's?

Summary

This instrument study was undertaken to ascertain some estimates of the reliability of five selected Estimate of Performance instruments and one Teacher Performance Assessment instrument. These devices are a sample of a set of assessment instruments used in the advanced testing of the performance-based vocational teacher education modules developed and being tested by The Center for Vocational Education at The Ohio State University, Columbus.

Fifty-four pre- and inservice vocational students at The Ohio State University were the subjects used. The sample included subjects at all levels of training, representing six vocational service areas.

A package, consisting of the five aforementioned instruments and a demographic questionnaire, was administered twice. The interval time was approximately two weeks. Immediately following the second administration, subjects were asked to write a lesson plan for which one of the Estimate of Performance instruments and the Teacher Performance Assessment Form were designed. Subjects' actual performance was rated independently by three expert vocational teacher educators afterward.

Greater than .90 coefficients of internal consistency reliability were received on all five Estimate of Performance instruments. Greater than .845 coefficients of internal consistency reliability were found on the Teacher Performance Assessment Form in this study.

A coefficient of temporal (retest) reliability of .875 was estimated with the sample population of this study. Moderate to low inter-rater reliability was obtained with the three coefficients being .53, .448, and .299.

Negligibly low positive and negative correlations (.089, .049, and -.126) were found between the self-rating composite score and three rater-rating composite scores. This finding implies that there is a need for further study on two questions raised by Elam (1971): Who should assess performance, and whose performance should be most indicative of competency--the teacher's or the learner's?

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APPENDIX E

TEACHER TRAINEE'S FEEDBACK BOOKLET

(CONFIDENTIAL)

This booklet contains a number of easy-to-complete questions about the module you just completed. Please respond to each question as frankly as possible. You need not respond to any item about which you feel reluctant.

The items are designed only to collect information related to the module. Your responses will be kept confidential and not be used to make any judgmental statements about you or anyone else. It is further understood that your participation is voluntary. The only reason your name is requested is so the instruments completed by you can be matched.

Name ______________________________

Sex ______________________________

Date ______________________________

Module Number ______________________

Module Name _______________________

> NOTE: The module should be available for your reference while completing this booklet.

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The Ohio State University
Columbus, Ohio 43210

1975

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Directions: Please complete this inventory by placing checks (✓) in the blanks which best reflect your views. Unless otherwise indicated, check only one blank per item. You are also encouraged to write "comments" in the spaces provided to explain your responses whenever you desire.

A. Background Data

1. What is the highest level of formal post-secondary education you have completed?

_____ 1 none
_____ 2 one year
_____ 3 two years
_____ 4 three years
_____ 5 Bachelor's Degree
_____ 6 Master's Degree
_____ 7 Education Specialist
_____ 8 Doctorate

2. How many years of teaching experience have you completed?

_____ 1 none
_____ 2 one
_____ 3 two
_____ 4 three to five
_____ 5 more than five years

3. Are you currently teaching or have you taught full-time during the past three years?

_____ 1 yes, mostly at the post-secondary level
_____ 2 yes, mostly at the secondary level
_____ 3 yes (other, please explain) ______________________________
_____ 4 no

4. Which one instructional area best describes the area in which you teach or are planning to teach?

_____ 1 agriculture education
_____ 2 business and office
_____ 3 distributive education
_____ 4 health occupations
_____ 5 home economics
_____ 6 industrial arts
_____ 7 technical education
_____ 8 trade and industrial
_____ 9 other (please explain) ______________________________

B. Module Data

5. What type of credit will you receive for completing this module? (check all that apply)

_____ 1 undergraduate
_____ 2 graduate
_____ 3 salary
_____ 4 certification
_____ 5 other (specify) ______________________________

6. How many of these modules have you now completed (including the final experience)?

_____ 1 1
_____ 2 2–3
_____ 3 4–5
_____ 4 6 or more

7. Approximately how much time (in hours) did you spend completing this module?

_____ 1 hours

8. Did the module require a reasonable amount of time considering the competency involved?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

9. Which of the following played a significant part in your achieving the competency described in the terminal objective of the module? (check all that apply)

_____ 1 the module itself
_____ 2 the resource person
_____ 3 peers in class
_____ 4 resources other than those mentioned above

Comments:

10. How many times did you go to the resource person for help while completing this module?

_____ 1 once
_____ 2 two times
_____ 3 three times
_____ 4 four times
_____ 5 five or more times

Comments:

11. Did the module introduction clearly explain the purpose of the module?

_____ *1* definitely yes
_____ *2* yes
_____ *3* not sure
_____ *4* no
_____ *5* definitely not

Comments:

12. Were the directions within the module easily understood?

_____ *1* definitely yes
_____ *2* yes
_____ *3* not sure
_____ *4* no
_____ *5* definitely not

Comments:

13. Were the objectives of the module clearly stated?

_____ *1* definitely yes
_____ *2* yes
_____ *3* not sure
_____ *4* no
_____ *5* definitely not

Comments:

14. Which of the following learning experiences did you start? (check all that apply)

_____ *1* I
_____ *2* II
_____ *3* III
_____ *4* IV
_____ *5* V
_____ *6* VI
_____ *7* VII
_____ *8* VIII
_____ *9* IX
_____ *10* X

15. Which of the following learning experiences did you complete? (check all that apply)

_____ *1* I
_____ *2* II
_____ *3* III
_____ *4* IV
_____ *5* V
_____ *6* VI
_____ *7* VII
_____ *8* VIII
_____ *9* IX
_____ *10* X

16. Did you complete any of the optional learning activities?

_____ *1* yes, most of them
_____ *2* yes, a few of them
_____ *3* no

Comments:

17. Were the learning experiences clear and easy to understand?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

18. Were the learning experiences realistic in terms of your being able to complete them?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

19. Were the learning experiences logically sequenced?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

20. How adequate was the content contained in the information sheet(s)?

_____ 1 too much detail was provided
_____ 2 it was just about right
_____ 3 too little detail was provided

Comments:

21. Was the information presented consistent throughout the module (no contradictions)?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

22. Did the module help you fill gaps in your knowledge or ability to perform the competency without making you repeat what you already knew?

_____ 1 yes, most of the time
_____ 2 yes, some of the time
_____ 3 yes, a few times
_____ 4 no

Comments:

23. Is the information in the module relevant to your professional development?

_____ *1* definitely yes Comments:
_____ *2* yes
_____ *3* not sure
_____ *4* no
_____ *5* definitely not

24. Does the module contain any flagrant bias (e.g., economic, ethnic, racial, sexual, or cultural bias)?

_____ *1* no
_____ *2* yes (please explain) ____
____

25. Did the feedback provided at the end of each learning experience keep you well informed about your progress?

_____ *1* definitely yes Comments:
_____ *2* yes
_____ *3* not sure
_____ *4* no
_____ *5* definitely not

26. Was the format of the module well organized?

_____ *1* definitely yes Comments:
_____ *2* yes
_____ *3* not sure
_____ *4* no
_____ *5* definitely not

27. How did you feel about the symbols used to indicate the objectives, learning activities, etc. within the module? (check all that apply)

_____ *1* they were helpful Comments:
_____ *2* they were not helpful
_____ *3* they were interesting
_____ *4* they were not interesting
_____ *5* I liked them
_____ *6* I disliked them

28 How helpful were the illustrations?

_____ 1 very helpful   Comments:
_____ 2 helpful
_____ 3 of limited help
_____ 4 of no help

29 How helpful to you was the color coding of each learning experience?

_____ 1 very helpful   Comments:
_____ 2 helpful
_____ 3 of limited help
_____ 4 of no help

30. Did the Estimate of Performance form that you completed before starting this module help you assess your instructional needs?

_____ 1 yes   Comments:
_____ 2 not sure
_____ 3 no

31. Compare your experience in completing this module with your traditional college education courses. Place a check (√) in the most appropriate space after each of the following items:

	Module	Traditional
1 Generally more interesting	_____	_____
2 Allows more personal contact to be made . .	_____	_____
3 Activities are more motivating	_____	_____
4 Allows more opportunity to work at your own pace	_____	_____
5 Provides greater variety of experience . . .	_____	_____
6 Helps achieve greater competence in teaching skills	_____	_____
7 More efficient in use of time	_____	_____

32. Did you enjoy using this method of instruction more than conventional methods?

_____ 1 definitely yes   Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Directions: Please provide written responses to the following three items.

33. What did you like best about this module?

A.

B.

C.

D.

34. What did you like least about this module?

A.

B.

C.

D.

35. Please provide any additional comments or suggestions that could help the author improve this module.

APPENDIX F

RESOURCE PERSON'S FEEDBACK BOOKLET

(CONFIDENTIAL)

This booklet contains a number of easy-to-complete questions. Please respond to these questions as frankly as possible. You need not respond to any items about which you feel reluctant.

These items are designed only to collect information about the modules being tested. Your responses will not be used to make any judgmental statement about you or anyone else. It is further understood that participation in this trial test is voluntary. The only reason your name is requested is to assist us in keeping track of the materials. You are to complete one booklet for each module on which you served as a resource person.

Name________________________________

Date__________________ ______________

Module No.____________________________

Module Title___________________________

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The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1975

OMB No. 51-S75035
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Directions: Please place a check (✓) in front of the response(s) which best reflects your views, or in the few cases where appropriate, fill in the blank. You are also encouraged to write "comments" in the spaces provided, where appropriate, to explain your feelings.

Part I: Background Data

1. **NOTE:** This item was deleted in order to comply with Minnesota law.

2. How many years of experience have you had in:

   a. ______ college and/or secondary teaching
   b. ______ occupational work experience

3. What is your highest level of formal education?

   ______ *a.* Some college
   ______ *b.* Bachelor's degree
   ______ *c.* Master's degree
   ______ *d.* Education specialist
   ______ *e.* Doctorate
   ______ *f.* Other (please specify):______________________________

4. What percent of your professional time are you employed in the following positions? (Total should equal 100 percent.)

   ______ *a.* University—instructional staff
   ______ *b.* University—administrator
   ______ *c.* University—counselor
   ______ *d.* Other post-secondary education—instructional staff
   ______ *e.* Other post-secondary education—administrator
   ______ *f.* Other post-secondary education—counselor
   ______ *g.* State department of education
   ______ *h.* School teacher
   ______ *i.* School administrator
   ______ *j.* School counselor
   ______ *k.* Other

5. Which of the following best describes the exposure you have had to performance-based teacher education?

______ a. Practically no exposure
______ b. Limited exposure
______ c. More than limited, but not extensive exposure
______ d. Extensive exposure

Comments:

Part II: Module Data

6. How many teacher trainees have you served as resource person for on this module?

________ trainees

7. Did the terminal objective help you to understand the intent of the module?

______ a. Yes
______ b. Somewhat
______ c. No

Comments:

8. Did the enabling objectives help you understand the intent of each learning experience?

______ a. In nearly all cases
______ b. Usually
______ c. Sometimes
______ d. Rarely

Comments:

9. Did the "Introduction" give you a good overview of the purpose of this module?

______ a. Yes
______ b. Not sure
______ c. No

Comments:

10. How helpful was the "Module Structure and Use" section in understanding the organization and procedures for use of the module?

______ a. Very helpful
______ b. Helpful
______ c. Of limited help
______ d. Of no help

Comments:

11. How helpful were the "Overviews" in giving you a profile of each learning experience?

_____ a. Very helpful Comments:
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

12. How helpful were the "Activities" of the learning experiences in terms of acquiring the specified competency?

_____ a. Very helpful Comments:
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

13. How helpful were the information sheets in terms of providing content important to achievement of the specified competency?

_____ a. Very helpful Comments:
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

14. How helpful were the "Feedback" sections of the learning experiences in helping the students assess their progress?

_____ a. Very helpful Comments:
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

15. Do you feel the content was covered in enough depth?

_____ a. In nearly all cases Comments:
_____ b. Usually
_____ c. Usually not
_____ d. Rarely

16. Please rate the quality of each of the learning experiences in this module by placing a check (✓) in the most appropriate box after each learning experience. (Space is also provided below for written comments.)

		Level of Quality				
		Very Low	Low	Average	High	Very High
a.	Learning Experience I	☐	☐	☐	☐	☐
b.	Learning Experience II	☐	☐	☐	☐	☐
c.	Learning Experience III	☐	☐	☐	☐	☐
d.	Learning Experience IV	☐	☐	☐	☐	☐
e.	Learning Experience V	☐	☐	☐	☐	☐
f.	Learning Experience VI	☐	☐	☐	☐	☐
g.	Learning Expe[illegible]ce VII	☐	☐	☐	☐	☐
h.	Learning Experience VIII	☐	☐	☐	☐	☐
i.	Learning Experience IX	☐	☐	☐	☐	☐
j.	Learning Experience X	☐	☐	☐	☐	☐

Any additional comments about the learning experiences?

17. Did the students have any problem(s) in going from one learning experience to the next?

_____ a. No problems Comments:
_____ b. Some problems
_____ c. Major problems
(please explain)______________________________
____

18. While using this module, how many hours did you spend on each of the tasks listed below? (Please fill in each of the following boxes.)

	a. Preparing to use the module
	b. Working with large groups of students
	c. Working with small groups (10 or less)
	d. Working with individual students

19. Traditionally, how many hours would you have spent on each of these tasks while covering the same content contained in this module? (Please fill in each of the following boxes.)

	a. Preparing for class
	b. Working with large groups of students
	c. Working with small groups (10 or less)
	d. Working with individual students

20. If you were to use this module again, how many hours would you expect to spend on each of these tasks, assuming you have 15 students? (Please fill in each of the following boxes.)

	a. Preparing to use the module
	b. Working with large groups of students
	c. Working with small groups (10 or less)
	d. Working with individual students

21. Is the type of achievement (performance) demanded by this module worth the effort?

_____ a. Yes **Comments:**
_____ b. Not sure
_____ c. No

22. Was the terminology used in this module consistent with that used in your teaching area?

_____ a. Yes **Comments:**
_____ b. Not sure
_____ c. No
(please explain)

____

23. Were the performance components listed on the Teacher Performance Assessment Form important elements of the competency being learned?

_____ a. Definitely yes **Comments:**
_____ b. Yes
_____ c. Not sure
_____ d. No
_____ e. Definitely not

24. What percentage of the teacher trainees' time do you believe was spent in each of the following settings? (Total should equal 100 percent.)

_____ Individualized study **Comments**:
_____ Small groups
_____ Large groups
_____ Other procedures
(please specify)

____

25. If you were to use this module again, what percentage of the teacher trainees' time would you like to have students spend in each of the following settings? (Total should equal 100 percent.)

_____ Individualized study **Comments**:
_____ Small groups
_____ Large groups
_____ Other procedures
(please specify)

____

26. In your judgment, could this module be easily used in a group instructional setting?

_____ Yes, with ease **Comments**:
_____ Yes, with some modification
_____ Yes, with difficulty
_____ No, not really

27. Did you notice any contradictions or inconsistencies within the module?

_____ No **Comments**:
_____ Yes
(please explain)

____

28. Did you notice any flagrant bias within the module (e.g., economic, ethnic, racial, sexual, or cultural bias)?

_____ a. No
_____ b. Yes
(please explain)

____

29. Did you feel the prerequisites for this module were necessary?

_____ a. Yes Comments:
_____ b. Somewhat
_____ c. No
_____ d. This module had no prerequisites

30. How much did the teacher trainees learn from this module that they didn't already know?

_____ a. Nothing (please explain) ______________________________
_____ b. Very little ______________________________
_____ c. A moderate amount
_____ d. A substantial amount
_____ e. A great deal

31. If available in the future, would you use the Estimate of Performance items as a means of assessing the needs of individuals prior to their using the module?

_____ a. Yes Comments:
_____ b. Not sure
_____ c. No

32. Would you recommend this module to a fellow instructor in its present form?

_____ a. Definitely Comments:
_____ b. Probably
_____ c. Not sure
_____ d. Probably not
_____ e. Definitely not (please explain)

____

33. Would you use this module again?

_____ a. Definitely Comments:
_____ b. Probably
_____ c. Not sure
_____ d. Probably not
_____ e. Definitely not (please explain)

____

34. Overall, how would you rate the quality of this module?

_____ a. Very good		Comments:
_____ b. Good		
_____ c. Average		
_____ d. Poor		
_____ e. Very poor		

Part III: Overall Reaction

Directions: Please respond to the next four items by writing in the space provided.

35. What did you like best about this module?

a.

b.

c.

d.

36. What did you like least about this module?

a.

b.

c.

d.

95

37. How valuable were the outside resource materials, if any, that accompanied this module?

38. Please provide any additional comments or suggestions that could help the author improve this module.

APPENDIX G

Guideline Criteria for the Selection of Advanced Field Test Sites

In the selection of advanced field test sites, the following guideline criteria will be used:

1. The administration and staff approve of and support the concept of performance-based teacher education.
2. The state department of vocational education is amenable to the implementation of performance-based teacher education.
3. There is a history of cooperation between professional personnel in the state department of education and the university vocational teacher education faculty/local education agency.
4. There is evidence of the ability of the teacher education institution/agency to commit resources (facilities, students, and professional personnel) to this testing activity.
5. The institution/agency has demonstrated leadership in the preparation of vocational teachers.
6. The institution/agency would be willing to work cooperatively with The Center in testing the curricular materials.
7. Preliminary plans have been formulated for the implementation of performance-based teacher education.
8. Although agencies/institutions preparing teachers in a single vocational service area will be considered, preference will be given to sites where teachers in a number of vocational education areas as well as other teaching areas are being prepared.

APPENDIX H REMOVED AS
INESSENTIAL MATERIAL

APPENDIX I

WRITE AND SEQUENCE STUDENT PERFORMANCE OBJECTIVES

MODULE B-2

MODULE SUMMARY REPORT

Performance-Based Curricula Program
The Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210

1975-6

10/29/76

99

ESTIMATE OF PERFORMANCE
(BOTH PRE AND POST)

N = 260

Directions: The following tasks describe several of the performance components necessary to effectively write student performance objectives for an actual teaching situation. Please respond to each of the items which follows by checking (/) your level of performance.

Note: The number of categories in the chi square tests reported below were first reduced by combining the Poor and Fair categories and deleting all columns containing only zeros before calculating the results. Yates' formula was also used to correct for continuity.

	TEST PRE/ POST	LEVEL OF PERFORMANCE FREQUENCY OF RESPONSE				% RESPONDING	MEDIAN	CHI SQUARE
		POOR (1)	FAIR (2)	GOOD (3)	EXCELLENT (4)			
A. At this time, how well can you perform (execute) the following tasks?								
1) Identify the components which should be included in a written student performance objective	PRE POST	47 4	118 13	83 131	12 89	100.0 91.2	2.20 3.27	 **
2) Write a student performance objective that includes each of the necessary components	PRE POST	53 5	108 16	86 135	12 82	99.6 91.5	2.21 3.23	 **
3) Prepare objectives that contain criteria and conditions which are appropriate for the performance to be achieved	PRE POST	33 3	114 18	97 139	15 77	99.6 91.2	2.35 3.20	 **
4) Prepare objectives that contain realistic criteria and								

	TEST PRE/ POST	LEVEL OF PERFORMANCE FREQUENCY OF RESPONSE				% RESPONDING	MEDIAN	CHI SQUARE
		POOR (1)	FAIR (2)	GOOD (3)	EXCELLENT (4)			
conditions	PRE	28	104	105	21	99.2	2.47	
	POST	4	18	125	90	91.2	3.27	**
5) Prepare objectives in the cognitive domain	PRE	56	105	83	14	99.2	2.20	
	POST	5	18	117	98	91.5	3.32	**
6) Prepare cognitive objectives which require more than mere recall	PRE	52	115	73	17	98.8	2.17	
	POST	5	24	129	79	91.2	3.19	**
7) Prepare objectives in the affective domain	PRE	63	113	64	15	98.1	2.07	
	POST	4	33	140	60	91.2	3.08	**
8) Prepare objectives in the psychomotor domain	PRE	47	110	75	22	97.7	2.23	
	POST	5	16	114	103	91.5	3.36	**
9) Arrange objectives in a logical sequence	PRE	28	92	116	21	98.8	2.57	
	POST	3	18	131	85	91.2	3.24	**
10) Sequence objectives in a manner that facilitates student accomplishment of the objectives	PRE	41	104	95	18	99.2	2.35	
	POST	3	21	133	74	88.8	3.19	**

SUMMARY STATISTICS FOR ALL OF THE ABOVE ITEMS

mean on pre-test = 22.90
mean on post-test = 32.35
mean of different scores = 9.57

standard deviation on pre-test = 7.06
standard deviation on post-test = 5.54
standard deviation of different scores = 8.37

t test = **

B. How many times have you already written student performance objectives for an actual teaching (formal classroom) situation?

	PRE-PROGRAM	POST-PROGRAM
1) 0	40.5%	15.8%
2) 1-3	28.8%	32.5%
3) 4-6	8.6%	9.4%
4) 7-9	3.9%	5.6%
5) 10 or more	18.3%	36.8%
% RESPONDING =	98.8	90.0
MEDIAN =	1.83	2.68
CHI SQUARE = **		

Note: The number of categories in the chi square test reported in the above item were first reduced by combining the "0" and the "1-3" categories to form a new category. This same process was used to form a second new category using "7-9" and the "10 or more" categories. Yates' formula was also used to correct for for continuity.

C. At this time, how well do you feel you could write student performance objectives for an actual teaching situation? (Consider all of the tasks involved.)

1) Poor	21.0%	1.3%
2) Fair	49.0%	10.7%
3) Good	26.5%	65.4%
4) Excellent	3.5%	22.6%
% RESPONDING =	98.8	90.0
MEDIAN =	2.09	3.08
CHI SQUARE = **		

Note: The number of categories in the chi square test reported in the above item were first reduced by combining the Poor and Fair categories before calculating the results. Yates' formula was also used to correct for continuity.

One of the following symbols is displayed with each of the statistical tests:

NS -- (not significant) The observed differences are not statistically different.

* -- The probability the observed differences occurred by chance (rather than the program) is equal to or less than 5 in 100.

** -- The probability the observed differences occurred by chance (rather than the program) is equal to or less than 1 in 100.

TEACHER TRAINEE'S FEEDBACK BOOKLET

N = 260

Directions: Please complete this inventory by placing checks (✓) in the blanks which best reflect your views. Unless otherwise indicated, check only one blank per item. You are also encouraged to write "comments" in the spaces provided to explain your responses whenever you desire.

Note: This section of the report contains the instructions, items, percent responding to each item, and the percent marking each response in the Teacher Trainee's Feedback Booklet. This part of the Revisor's Report also contains the verbatim comments written by all of the teacher trainees that participated. However, due to its nature, the Module Summary Report does not contain any of these written comments. The written comments in the Revisor's Report appear after the item they were written by and are labeled with the following codes:

1. The two digit number on the left identifies the specific field test site.

2. The four digit number identifies the specific teacher trainee that made the comment.

3. The three digit number on the right identifies the resource person that worked with the teacher trainee.

4. The single letter identifies the teacher trainee in terms of pre- or in-service as follows: "P" = preservice, "I" = in-service, and "A" = unidentified.

5. The two letters together identify the teacher trainee's instructional area. These codes represent the following areas: AG = agriculture, BO = business and office, DE = distributive education, HO = health occupations, HE = home economics, IA = industrial arts, TE = technical education, TI = trade and industrial, AA = some other area, some combination of areas, or no area identified.

6. The number in parentheses ( ) identifies the specific response made by the teacher trainee to that item. A blank here means that either the teacher trainee did not mark an identifiable response for the item or that the item did not have a response to mark.

I. BACKGROUND DATA

1. What is the highest level of formal post-secondary education you have completed?

% RESPONDING = 83.5

15.2%	(1)	none
5.5%	(2)	one year
12.0%	(3)	two years
39.6%	(4)	three years
23.0%	(5)	bachelor's degree
4.1%	(6)	master's degree
0.5%	(7)	education specialist
-----	(8)	doctorate

2. How many years of teaching experience have you completed?

% RESPONDING = 84.6

60.9%	(1)	none
13.6%	(2)	one
5.5%	(3)	two
11.4%	(4)	three to five
8.6%	(5)	more than five years

3. Are you currently teaching or have you taught full-time during the past three years?

% RESPONDING = 85.0

18.1%	(1)	yes, mostly at the post-secondary level
22.2%	(2)	yes, mostly at the secondary level
16.7%	(3)	yes, (other, please explain)
43.0%	(4)	no

4. Which one instructional area best describes the area in which you teach or are planning to teach?

% RESPONDING = 83.5

1.4%	(1)	agricultural education
11.5%	(2)	business and office education
7.4%	(3)	distributive education
13.4%	(4)	health occupations education
14.3%	(5)	home economics education
8.8%	(6)	industrial arts education
7.9%	(7)	technical education
28.6%	(8)	trade and industrial education
6.9%	(9)	other (please explain)

II. MODULE DATA

5. What type of credit will you receive for completing this module? (Check all that apply.)

% RESPONDING = 82.7

58.6%	(1)	undergraduate
9.8%	(2)	graduate
1.4%	(3)	salary
37.2%	(4)	certification
4.7%	(5)	other (specification)

6. How many of these modules have you now completed (including the final experience).

% RESPONDING = 82.7

17.7%	(1)	1
40.0%	(2)	2-3
18.1%	(3)	4-5
24.2%	(4)	6 or more

7. Approximately how much time (in hours) did you spend completing this module?

% RESPONDING = 82.7

7.0%	(1)	0-1
29.8%	(2)	2-3
29.8%	(3)	4-6
21.4%	(4)	7-10
5.1%	(5)	11-15
7.0%	(6)	16 or more

8. Did the module require a reasonable amount of time

considering the competency involved?

% RESPONDING = 85.0

19.0%	(1)	definitely yes
64.3%	(2)	yes
9.0%	(3)	not sure
6.3%	(4)	no
1.4%	(5)	definitely not

9. Which of the following played a significant part in your achieving the competency described in the terminal objective of the module? (Check all that apply.)

% RESPONDING = 83.8

83.0%	(1)	the module itself
32.1%	(2)	the resource person
12.4%	(3)	peers in class
17.9%	(4)	resources other than those mentioned above

10. How many times did you go to the resource person for help while completing this module?

% RESPONDING = 68.8

54.7%	(1)	once
24.0%	(2)	two times
11.7%	(3)	three times
1.7%	(4)	four times
7.8%	(5)	five or more times

11. Did the module introduction clearly explain the purpose of the module?

% RESPONDING = 85.0

27.6%	(1)	definitely yes
63.3%	(2)	yes
7.7%	(3)	not sure
1.4%	(4)	no
-----	(5)	definitely not

12. Were the directions within the module easily understood?

% RESPONDING = 85.0

20.8%	(1)	definitely yes
66.5%	(2)	yes
7.2%	(3)	not sure
5.0%	(4)	no
0.5%	(5)	definitely not

13. Were the objectives of the module clearly stated?

% RESPONDING = 95.0

20.4%	(1)	definitely yes
71.9%	(2)	yes
7.7%	(3)	not sure
-----	(4)	no
-----	(5)	definitely not

14. Which of the following learning experiences did you start? (Check all that apply.)

% RESPONDING = 78.1

85.2%	(1)	I
72.4%	(2)	II
69.5%	(3)	III

67.5%	(4)	IV
58.1%	(5)	V
51.7%	(6)	VI
50.7%	(7)	VII

15. Which of the following learning experiences did you complete? (Check all that apply.)

% RESPONDING = 79.1

75.9%	(1)	I
78.3%	(2)	II
70.4%	(3)	III
73.4%	(4)	IV
61.1%	(5)	V
53.7%	(6)	VI
53.7%	(7)	VII

16. Did you complete any of the optional learning activities?

% RESPONDING = 83.1

12.0%	(1)	yes, most of them
23.1%	(2)	yes, a few of them
64.8%	(3)	no

17. Were the learning experiences clear and easy to understand?

% RESPONDING = 85.0

14.5%	(1)	definitely yes
73.3%	(2)	yes
8.6%	(3)	not sure
3.6%	(4)	no
-----	(5)	definitely not

18. Were the learning experiences realistic in terms of your being able to complete them?

% RESPONDING = 84.6

13.6%	(1)	definitely yes
70.5%	(2)	yes
9.5%	(3)	not sure
6.4%	(4)	no
-----	(5)	definitely not

19. Were the learning experiences logically sequenced?

% RESPONDING = 85.0

14.5%	(1)	definitely yes
73.8%	(2)	yes
10.9%	(3)	not sure
0.9%	(4)	no
-----	(5)	definitely not

20. How adequate was the content contained in the information sheet(s) ?

% RESPONDING = 84.6

7.3%	(1)	too much detail was provided
83.6%	(2)	it was just about right
9.1%	(3)	too little detail was provided

21. Was the information presented consistent throughout the module (no contradictions)?

% RESPONDING = 84.6

9.5%	(1)	definitely yes
82.3%	(2)	yes
6.4%	(3)	not sure
1.8%	(4)	no
-----	(5)	definitely not

22. Did the module help you fill gaps in your knowledge or ability to perform the competency without making you repeat what you already know?

% RESPONDING = 85.0

49.3%	(1)	yes, most of the time
30.3%	(2)	yes, some of the time
14.0%	(3)	yes, a few times
6.3%	(4)	no

23. Is the information in the module relevant to your professional development?

% RESPONDING = 85.0

34.4%	(1)	definitely yes
56.1%	(2)	yes
8.6%	(3)	not sure
0.9%	(4)	no
-----	(5)	definitely not

24. Does the module contain any flagrant bias (e.g., economic, ethnic, racial, sexual, or cultural bias)?

% RESPONDING = 83.8

99.1%	(1)	no
0.9%	(2)	yes

25. Did the feedback provided at the end of each learning experience keep you well informed about your progress?

% RESPONDING = 85.0

22.2%	(1)	definitely yes
61.5%	(2)	yes
13.6%	(3)	not sure
2.7%	(4)	no
-----	(5)	definitely not

26. Was the format of the module well organized?

% RESPONDING = 84.6

16.4%	(1)	definitely yes
75.0%	(2)	yes
7.7%	(3)	not sure
0.9%	(4)	no
-----	(5)	definitely not

27. How did you feel about the symbols used to indicate the objectives, learning activities, etc within the module? (Check all that apply.)

% RESPONDING = 82.7

49.3%	(1)	they were helpful
15.3%	(2)	they were not helpful
30.7%	(3)	they were interesting
8.4%	(4)	they were not interesting
17.7%	(5)	I liked them
5.1%	(6)	I disliked them

28. How helpful were the illustrations?

% RESPONDING = 82.3

27.1% (1) very helpful
50.5% (2) helpful
19.2% (3) of limited help
3.3% (4) of no help

29. How helpful to you was the color coding of each learning experience?

% RESPONDING = 84.2

19.6% (1) very helpful
44.7% (2) helpful
23.3% (3) of limited help
12.3% (4) of no help

30. Did the estimate of performance form that you completed before starting this module help you assess your instructional needs?

% RESPONDING = 84.2

53.4% (1) yes
32.0% (2) not sure
14.6% (3) no

31. Compare your experience in completing this module with your traditional college education courses. Place a check (✓) in the most appropriate space after each of the following items:

A. Generally more interesting

% RESPONDING = 54.2

58.9% (1) module
41.1% (2) traditional

B. Allows more personal contact to be made

% RESPONDING = 54.2

34.0% (1) module
66.0% (2) traditional

C. Activities are more motivating

% RESPONDING = 53.1

54.3% (1) module
45.7% (2) traditional

D. Allows more opportunity to work at your own pace

% RESPONDING = 59.1

96.0% (1) module
4.0% (2) traditional

E. Provides greater variety of experience

% RESPONDING = 53.1

52.9% (1) module
47.1% (2) traditional

F. Helps achieve greater competence in teaching skills

% RESPONDING = 50.0

70.8% (1) module
29.2% (2) traditional

G. More efficient in use of time

% RESPONDING = 54.2

85.8%	(1)	module
14.2%	(2)	traditional

32. Did you enjoy using this method of instruction more than conventional methods?

% RESPONDING = 80.4

15.8%	(1)	definitely yes
45.9%	(2)	yes
25.4%	(3)	not sure
9.6%	(4)	no
3.3%	(5)	definitely not

TEACHER'S PERFORMANCE ASSESSMENT FORM

N = 260

Rate the teacher's level of performance on each of the following performance components involved in developing student performance objectives. Indicate the level of the teacher's accomplishment by placing an X in the appropriate column under the Level of Performance heading. If, because of special circumstances, a performance component was inapplicable, or impossible to execute, place an X in the N/A column instead.

	FREQUENCY OF RESPONSE							
			LEVEL OF PERFORMANCE					
	N/A	NONE	POOR (1)	FAIR (2)	GOOD (3)	EXCELLENT (4)	% RESPONDING	MEDIAN
Level of Performance: All items must receive a N/A, Good, or Excellent responses. If any item receives a None, Poor, or Fair response discuss this with your resource person and, if necessary, the learning experience, or part of it, must be repeated.								
PART I: COMPONENTS								
1. All objectives contained a statement of performance......	2	0	0	18	86	146	96.9	3.64
2. The performance statements contained an action verb......	1	0	1	10	87	154	97.3	3.68
3. The performance statements described the activity in which the student would be involved in sufficient detail to be understood.......	1	0	6	11	101	134	97.3	3.56
4. All objectives contained stated or implied conditions.......	2	2	5	16	107	121	97.3	3.47
5. The conditions								

	FREQUENCY OF RESPONSE							
			LEVEL OF PERFORMANCE					
	N/A	NONE	POOR (1)	FAIR (2)	GOOD (3)	EXCELLENT (4)	% RESPONDING	MEDIAN
were realistic in terms of the performance called f all objectives specified criteria for achievement......	5	1	4	8	97	137	96.9	3.60
7. The criteria were realistic in terms of the performances required.........	4	4	11	10	109	115	97.3	3.43
8. The criteria were realistic in terms of the conditions outlined.........	5	1	9	10	100	128	97.3	3.54
PART II: DOMAINS								
9. Cognitive domain objectives were included.........	8	1	8	11	108	115	96.5	3.44
10. Cognitive objectives which required more than mere recall were included....	1	1	0	11	90	149	96.9	3.66
11. Psychomotor objectives were included.........	2	1	4	14	107	12[illegible]	97.3	3.50
12. Psychomotor objectives were included which required more than mere imitation of the instructor.......	14	0	3	9	70	154	96.2	3.73
13. Affective domain objectives were included.........	15	0	5	9	81	139	95.8	3.66
14. The affective objectives were realistic in terms of occupational requirements.....	43	4	1	5	85	112	96.2	3.59

	FREQUENCY OF RESPONSE							
			LEVEL OF PERFORMANCE					
	N/A	NONE	POOR (1)	FAIR (2)	GOOD (3)	EXCELLENT (4)	% RESPONDING	MEDIAN
15. The criteria for the affective objectives provided alternative ways for students to demonstrate the feelings/attitudes...............	51	4	0	6	93	95	95.8	3.48
PART III: SEQUENCING								
16. The objectives were arranged in a logical sequence.........	47	5	1	10	105	82	96.2	3.34
17. The sequence provided for the accomplishment of enabling objectives before terminal ones.............	6	1	1	11	93	137	95.8	3.62
18. The sequence facilitated student accomplishment of the objectives	10	2	4	18	95	121	96.2	3.52

RESOURCE PERSON'S FEEDBACK BOOKLET

N = 11

Directions: Please place a check (/) in front of the response(s) which best reflects your views, or in the few cases where appropriate, fill in the blank. You are also encouraged to write "comments" in the spaces provided, where appropriate, to explain your feelings.

Note: This section of the report contains the instructions, items, percent responding to each item, and the percent marking each response in the Resource Person's Feedback Booklet. This part of the Revisor's Report also contains the verbatim comments written by all of the resource persons that participated in the advanced testing of this Module. However, due to its nature, the Module Summary Report does not contain any of these written comments. The written comments in the Revisor's Report appear after the item they were written by and are labeled with the following codes:

1. The two digit number on the left identifies the specific field test site.

2. The three digit number identifies the specific resources person that made the comment.

3. The numbers in front of the "P" identify the number of preservice teacher trainees for which the person served as resource person on this module.

4. The numbers in front of the "I" identify the number of in-service teacher trainees for which the person served as resource person on this module.

5. The number in parentheses ( ) identifies the response made by the resource person on item. A blank within parentheses indicates that either the resource person did not mark a response to the item or the item does not have a response to mark.

PART I: BACKGROUND DATA

1. You are:

% RESPONDING = 81.8

55.6%	(1)	female
44.4%	(2)	male

2. How many years of experience have you had in:

A. College and/or secondary teaching

% RESPONDING = 100.0

-----	(1)	0
-----	(2)	1
-----	(3)	2-3
9.1%	(4)	4-6
36.4%	(5)	7-10
18.2%	(6)	11-15
36.4%	(7)	16 or more

2. Occupational work experience

% RESPONDING = 45.5

-----	(1)	0
20.0%	(2)	1
20.0%	(3)	2-3
-----	(4)	4-6
20.0%	(5)	7-10
20.0%	(6)	11-15
20.0%	(7)	16 or more

3. What is your highest level of formal education?

% RESPONDING = 100.0

-----	(1)	some college
27.3%	(2)	bachelor's degree
36.4%	(3)	master's degree
-----	(4)	education specialist
27.3%	(5)	doctorate
9.1%	(6)	other

4. What percent of your professional time are you employed in the following positions?

% RESPONDING = 90.9

64.0%	(1)	university -- instructional staff
2.0%	(2)	university -- administrator
-----	(3)	university -- counselor
2.5%	(4)	other post-secondary education -- instructional staff
-----	(5)	other post-secondary education -- administrator
1.5%	(6)	other post-secondary education -- counselor
-----	(7)	state department of education
-----	(8)	school teacher
10.0%	(9)	school administrator
-----	(10)	school counselor
20.0%	(11)	other

5. Which of the following best describes the exposure you have had to performance-based teacher education?

% RESPONDING = 100.0

-----	(1)	practically no exposure
27.3%	(2)	limited exposure
54.5%	(3)	more than limited, but not extensive exposure
18.2%	(4)	extensive exposure

PART II: MODULE DATA

6. How many teacher trainees have you served as resource person for on this module?

% RESPONDING = 100.0

-----	(1)	1
9.1%	(2)	2-3
9.1%	(3)	4-10
27.3%	(4)	11-20
27.3%	(5)	21-40
18.2%	(6)	41 or more

7. Did the terminal objective help you to understand the intent of the module?

% RESPONDING = 100.0

81.8%	(1)	yes
18.2%	(2)	somewhat
-----	(3)	no

8. Did the enabling objectives help you understand the intent of each learning experience?

% RESPONDING = 100.0

54.5%	(1)	in nearly all cases
45.5%	(2)	usually
-----	(2)	usually
-----	(3)	sometimes
-----	(4)	rarely

9. Did the "introduction" give you a good overview of the purpose of this module?

% RESPONDING = 100.0

90.9%	(1)	yes
9.1%	(2)	not sure
-----	(3)	no

10. How helpful was the "module structure and use" section in understanding the organization and procedures for use of the module?

% RESPONDING = 100.0

45.5%	(1)	very helpful
54.5%	(2)	helpful
-----	(3)	of limited help
-----	(4)	of no help

11. How helpful were the "overviews" in giving you a profile of each learning experience?

% RESPONDING = 100.0

45.5%	(1)	very helpful
54.5%	(2)	helpful
-----	(3)	of limited help
-----	(4)	of no help

12. How helpful were the "activities" of the learning experiences in terms of acquiring the specified competency?

% RESPONDING = 100.0

36.4%	(1)	very helpful
63.6%	(2)	helpful
-----	(3)	of limited help
-----	(4)	of no help

13. How helpful were the information sheets in terms of providing content important to achievement of the specified competency?

% RESPONDING = 100.0

54.5%	(1)	very helpful
45.5%	(2)	helpful
-----	(3)	of limited help
-----	(4)	of no help

14. How helpful were the "feedback" sections of the learning experiences in helping the students assess their progress?

% RESPONDING = 100.0

45.5%	(1)	very helpful
54.5%	(2)	helpful
-----	(3)	of limited help
-----	(4)	of no help

15. Do you feel the content was covered in enough depth?

% RESPONDING = 90.9

50.0%	(1)	in nearly all cases
50.0%	(2)	usually
-----	(3)	usually not
-----	(4)	rarely

16. Please rate the quality of each of the learning experiences in this module by placing a check (/) in the most appropriate box after each learning experience.

A. Learning Experience I

% RESPONDING = 90.9

-----	(1)	very low
-----	(2)	low
10.0%	(3)	average
50.0%	(4)	high
40.0%	(5)	very high

B. Learning Experience II

% RESPONDING = 90.9

-----	(1)	very low
-----	(2)	low
20.0%	(3)	average
40.0%	(4)	high
40.0%	(5)	very high

C. Learning Experience III

% RESPONDING = 90.9

-----	(1)	very low
-----	(2)	low
20.0%	(3)	average
40.0%	(4)	high
40.0%	(5)	very high

D. Learning Experience IV

% RESPONDING = 90.9

-----	(1)	very low
10.0%	(2)	low
10.0%	(3)	average
40.0%	(4)	high
40.0%	(5)	very high

E. Learning Experience V

% RESPONDING = 90.9

-----	(1)	very low
-----	(2)	low
20.0%	(3)	average
20.0%	(4)	high
60.0%	(5)	very high

F. Learning Experience VI

% RESPONDING = 81.8

-----	(1)	very low
11.1%	(2)	low
-----	(3)	average
33.3%	(4)	high
55.6%	(5)	very high

G. Learning Experience VII

% RESPONDING = 72.7

-----	(1)	very low
-----	(2)	low
12.5%	(3)	average
37.5%	(4)	high
50.0%	(5)	very high

17. Did the students have any problem(s) in going from one learning experience to the next?

% RESPONDING = 90.9

60.0%	(1)	no problems
30.0%	(2)	some problems
10.0%	(3)	major problems

18. While using this module, how many hours did you spend:

A. Preparing to use the module

% RESPONDING = 100.0
MEDIAN = 1.60

-----	(1)	0
90.9%	(2)	1-2
9.1%	(3)	3-4
-----	(4)	5-8
-----	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

B. Working with large groups of students

% RESPONDING = 27.3
MEDIAN = 2.00

-----	(1)	0
66.7%	(2)	1-2
33.3%	(3)	3-4
-----	(3)	3-4
-----	(4)	5-8
-----	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

C. Working with small groups (10 or less)

% RESPONDING = 54.5
MEDIAN = 1.50

-----	(1)	0
66.7%	(2)	1-2
33.3%	(3)	3-4
-----	(4)	5-8
-----	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

D. Working with individual students

% RESPONDING = 72.7

MEDIAN = 4.50

-----	(1)	0
37.5%	(2)	1-2
12.5%	(3)	3-4
25.0%	(4)	5-8
12.5%	(5)	9-15
12.5%	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

Note: The medians presented with Item 18 responses are based on raw data rather than the classicication scheme. Also, just above this note all of the written comments for the item appear together.

19. Traditionally, how many hours would you have spent:

A. Preparing for class

% RESPONDING = 100.0
MEDIAN = 2.08

-----	(1)	0
72.7%	(2)	1-2
18.2%	(3)	3-4
9.1%	(4)	5-8
-----	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

B. Working with large groups of students

% RESPONDING = 54.5
MEDIAN = 2.50

-----	(1)	0
50.0%	(2)	1-2
33.3%	(3)	3-4
16.7%	(4)	5-8
-----	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

C. Working with small groups (10 or less)

% RESPONDING = 54.5
MEDIAN = 3.50

-----	(1)	0
50.0%	(2)	1-2
50.0%	(3)	3-4
-----	(4)	5-8
-----	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

D. Working with individual students

% RESPONDING = 54.5
MEDIAN = 8.00

-----	(1)	0
16.7%	(2)	1-2
-----	(3)	3-4
50.0%	(4)	5-8
33.3%	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50

-----	(8)	51 or more

Note: The medians presented with Item 19 responses are based on raw data rather than the classicication scheme. Also, just above this note all of the written comments for the item appear together.

20. If you were to use this module again, how many hours would you expect to spend:

A. Preparing to use the module

% RESPONDING = 100.0
MEDIAN = 1.29

-----	(1)	0
90.9%	(2)	1-2
9.1%	(3)	3-4
-----	(4)	5-8
-----	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

B. Working with large groups of students

% RESPONDING = 54.5
MEDIAN = 1.50

-----	(1)	0
66.7%	(2)	1-2
-----	(3)	3-4
33.3%	(4)	5-8
-----	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

C. Working with small groups (10 or less)

% RESPONDING = 63.6
MEDIAN = 1.38

-----	(1)	0
57.1%	(2)	1-2
14.3%	(3)	3-4
14.3%	(4)	5-8
14.3%	(5)	9-15
-----	(6)	16-25
-----	(7)	26-50
-----	(8)	51 or more

D. Working with individual students

% RESPONDING = 90.9
MEDIAN = 3.50

-----	(1)	0
50.0%	(2)	1-2
10.0%	(3)	3-4
-----	(4)	5-8
20.0%	(5)	9-15
10.0%	(6)	16-25
10.0%	(7)	26-50
-----	(8)	51 or more

Note: The medians presented with Item 20 responses are based on raw data rather than the classicication scheme. Also, just above this note all of the written comments for the item appear together.

21. Is the type of achievement (performance) demanded by this module worth the effort?

% RESPONDING = 100.0

90.9%	(1)	yes
9.1%	(2)	not sure
-----	(3)	no

22. Was the terminology used in this module consistent with that used in your teaching area?

% RESPONDING = 100.0

81.8%	(1)	yes
-----	(2)	not sure
18.2%	(3)	no

23. Were the performance components listed on the Teacher Performance Assessment Form important elements of the competency being learning?

% RESPONDING = 100.0

54.5%	(1)	definitely yes
45.5%	(2)	yes
-----	(3)	not sure
-----	(4)	no
-----	(5)	definitely not

24. What percentage of the teacher trainees' time do you believe was spent in:

A. Individualized study

% RESPONDING = 90.9
MEDIAN = 80.25

-----	(1)	0-5%
-----	(2)	6-20%
10.0%	(3)	21-40%
10.0%	(4)	41-60%
40.0%	(5)	61-80%
30.0%	(6)	81-94%
10.0%	(7)	95-100%

B. Small groups

% RESPONDING = 72.7
MEDIAN = 19.50

25.0%	(1)	0-5%
50.0%	(2)	6-20%
12.5%	(3)	21-40%
12.5%	(4)	41-60%
-----	(5)	61-80%
-----	(6)	81-94%
-----	(7)	95-100%

C. Large groups

% RESPONDING = 27.3
MEDIAN = 19.75

-----	(1)	0-5%
100.0%	(2)	6-20%
-----	(3)	21-40%
-----	(4)	41-60%
-----	(5)	61-80%
-----	(6)	81-94%
-----	(7)	95-100%

D. Other procedures

% RESPONDING = 0.0
MEDIAN = -1.00

-----	(1)	0-5%
-----	(2)	6-20%
-----	(3)	21-40%
-----	(4)	41-60%
-----	(5)	61-80%
-----	(6)	81-94%
-----	(7)	95-100%

Note: The medians presented with Item 24 responses are based on raw data rather than the classicication scheme. Also, just above this note all of the written comments for the item appear together.

25. If you were to use this module again, what percentage of the teacher trainees' time would you like to have students spend in:

A. Individualized study

% RESPONDING = 90.9
MEDIAN = 84.50

-----	(1)	0-5%
10.0%	(2)	6-20%
10.0%	(3)	21-40%
10.0%	(4)	41-60%
20.0%	(5)	61-80%
30.0%	(6)	81-94%
20.0%	(7)	95-100%

B. Small groups

% RESPONDING = 81.8
MEDIAN = 10.00

33.3%	(1)	0-5%
44.4%	(2)	6-20%
11.1%	(3)	21-40%
11.1%	(4)	41-60%
-----	(5)	61-80%
-----	(6)	81-94%
-----	(7)	95-100%

C. Large groups

% RESPONDING = 45.5
MEDIAN = 20.00

-----	(1)	0-5%
60.0%	(2)	6-20%
40.0%	(3)	21-40%
-----	(4)	41-60%
-----	(5)	61-80%
-----	(6)	81-94%
-----	(7)	95-100%

D. Other procedures

% RESPONDING = 0.0
MEDIAN = -1.00

-----	(1)	0-5%
-----	(2)	6-20%
-----	(3)	21-40%
-----	(4)	41-60%
-----	(5)	61-80%
-----	(6)	81-94%
-----	(7)	95-100%

Note: The medians presented with Item 25 responses are based on raw data rather than the classicication scheme. Also, just above this note all of the written comments for the item appear together.

26. In your judgment, could this module be easily used in a group instructional setting?

% RESPONDING = 100.0

45.5%	(1)	yes, with ease
36.4%	(2)	yes, with some modification
18.2%	(3)	yes, with difficulty
-----	(4)	no, not really

27. Did you notice any contradictions or inconsistencies within the module?

% RESPONDING = 100.0

100.0%	(1)	no
-----	(2)	yes

28. Did you notice any flagrant bias within the module (e.g., economic, ethnic, racial, sexual, or cultural bias)?

% RESPONDING = 100.0

100.0%	(1)	no
-----	(2)	yes

29. Did you feel the prerequisites for this module were necessary?

% RESPONDING = 100.0

36.4%	(1)	yes
27.3%	(2)	somewhat
-----	(3)	no
36.4%	(4)	this module had no prerequisites

30. How much did the teacher trainees learn from this module that they didn't already know?

% RESPONDING = 100.0

-----	(1)	nothing
-----	(2)	very little
27.3%	(3)	a moderate amount
63.6%	(4)	a substantial amount
9.1%	(5)	a great deal

31. If available in the future, would you use the Estimate Of Performance items as a means of assessing the needs of individuals prior to their using the module?

% RESPONDING = 100.0

63.6%	(1)	yes
36.4%	(2)	not sure
-----	(3)	no

32. Would you recommend this module to a fellow instructor in its present form?

% RESPONDING = 100.0

45.5%	(1)	definitely
27.3%	(2)	probably
18.2%	(3)	not sure

APPENDIX J

Teacher Trainee Feedback on Individual Modules
Tables 8-37

TABLE 8

Level of Post-Secondary Education Completed

1. What is the highest level of formal post-secondary education you have completed?

(1) None..............(None)	(5) Bachelor's Degree........(B.S.)
(2) One Year..........(One)	(6) Master's Degree..........(M.S.)
(3) Two Years.........(Two)	(7) Education Specialist.....(Ed. S.)
(4) Three Years.......(Three)	(8) Doctorate................(Ph.D.)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Level	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
None	--	--	--	--	--	--	10.7	10.0	--	--	10.3
One	4.3	--	--	1.3	3.2	--	--	2.5	--	11.4	13.8
Two	--	--	--	5.1	--	--	8.9	22.5	3.7	5.7	6.9
Three	17.4	--	--	39.2	--	--	17.9	32.5	14.8	20.0	10.3
B.S.	69.6	57.9	55.6	46.8	80.6	59.1	53.6	22.5	40.7	34.3	41.4
M.S.	8.7	42.1	44.4	7.6	16.1	40.9	8.9	7.5	25.9	17.1	17.2
Ed.S.	--	--	--	--	--	--	--	--	14.8	11.4	--
Ph.D.	--	--	--	--	--	--	--	2.5	--	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Level	B-1	B-2	B-3	B-4	B-5	B-6
None	6.6	15.2	12.3	14.2	2.5	14.6
One	2.2	5.5	3.2	7.4	2.5	4.7
Two	5.9	12.0	8.4	14.7	11.2	9.9
Three	41.9	39.6	36.4	37.0	32.5	32.8
B.S.	41.9	23.0	34.4	22.3	47.5	32.8
M.S.	2.2	4.1	5.2	4.2	3.7	5.2
Ed.S.	--	.5	--	.2	--	--
Ph.D.	--	--	--	--	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Level	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
None	4.5	7.2	14.5	21.2	5.4	28.6	9.0	19.4	32.1	17.5	13.3
One	2.3	4.3	2.9	4.5	2.7	7.1	7.1	6.0	8.9	4.9	5.6
Two	6.8	14.5	8.7	7.6	5.4	7.1	12.9	9.0	10.7	23.3	13.7
Three	43.2	24.6	34.8	37.9	29.7	23.8	42.6	31.3	26.8	39.8	42.2
B.S.	40.9	37.7	36.2	28.8	48.6	23.8	26.5	25.4	16.1	12.6	20.0
M.S.	2.3	7.2	1.4	--	8.1	9.5	1.9	6.0	3.6	1.9	5.2
Ed.S.	--	2.9	1.4	--	--	--	--	3.0	1.8	--	--
Ph.D.	--	1.4	--	--	--	--	--	--	--	--	--

Level	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
None	19.5	16.2	4.8	13.9	19.0	21.8	6.4	10.5	4.3	23.8	14.1
One	6.0	2.5	1.6	5.9	7.6	6.8	3.6	3.5	--	10.7	10.6
Two	12.1	7.5	5.6	15.8	17.3	9.0	14.5	8.8	8.7	10.7	12.9
Three	29.5	43.1	52.4	45.5	33.3	29.3	36.4	21.1	69.6	29.5	37.6
B.S.	23.5	25.0	33.1	15.8	20.3	30.1	33.6	35.1	17.4	23.8	23.5
M.S.	8.7	5.0	2.4	2.0	2.1	3.0	5.5	19.3	--	1.6	1.2
Ed.S.	.7	.6	--	--	.4	--	--	--	--	--	--
Ph.D.	--	--	--	1.0	--	--	--	1.8	--	--	--

Level	C-23	C-24	C-25	C-26	C-27	C-28	C-29
None	6.6	25.4	21.7	15.4	18.8	14.7	22.4
One	6.6	11.3	8.3	11.5	--	5.9	7.5
Two	16.5	11.3	8.3	19.2	18.8	11.8	7.5
Three	45.1	29.6	26.7	26.9	18.8	32.4	43.3
B.S.	18.7	18.3	28.3	19.2	25.0	32.4	17.9
M.S.	5.5	4.2	5.0	7.7	18.8	2.9	1.5
Ed.S.	1.1	--	--	--	--	--	--
Ph.D.	--	--	1.7	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Level	D-1	D-2	D-3	D-4	D-5	D-6
None	20.3	7.4	.9	8.8	8.0	1.1
One	12.5	8.6	6.1	8.8	8.0	2.1
Two	12.5	25.9	7.8	19.6	12.3	4.3
Three	20.3	22.2	44.3	35.3	32.6	35.1
B.S.	25.0	29.6	28.7	18.6	24.6	46.8
M.S.	9.4	4.9	9.6	8.8	13.8	10.6
Ed.S.	--	1.2	1.7	--	--	--
Ph.D.	--	--	.9	--	.7	--

CATEGORY E: INSTUCTIONAL MANAGEMENT

Level	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
None	9.5	--	12.5	32.4	23.1	24.7	1.3	21.7	21.3
One	9.5	--	3.1	17.6	2.6	3.7	1.3	8.7	10.6
Two	4.8	--	3.1	5.9	8.5	7.4	2.7	8.7	10.6
Three	14.3	--	12.5	5.9	37.6	39.5	46.7	4.3	21.3
B.S.	42.9	62.5	46.9	32.4	26.5	24.7	44.0	41.3	34.0
M.S.	19.0	37.5	21.9	5.9	1.7	--	2.7	15.2	2.1
Ed.S.	--	--	--	--	--	--	1.3	--	--
Ph.D.	--	--	--	--	--	--	--	--	--

CATEGORY F: GUIDANCE

Level	F-1	F-2	F-3	F-4	F-5
None	9.9	14.8	37.3	16.4	23.7
One	7.4	22.2	7.8	16.4	13.2
Two	9.9	11.1	9.8	12.7	5.3
Three	38.3	18.5	11.8	20.0	23.7
B.S.	33.3	29.6	29.4	23.6	23.7
M.S.	1.2	--	3.9	9.1	7.9
Ed.S.	--	3.7	--	--	--
Ph.D.	--	--	--	1.8	2.6

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Level	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
None	4.2	--	--	--	2.7	--	32.0	--	--	--
One	12.5	--	3.2	5.9	--	--	12.0	--	--	--
Two	25.0	--	--	5.9	--	6.3	12.0	--	--	--
Three	50.0	6.3	19.4	41.2	--	43.8	24.0	17.4	14.3	--
B.S.	8.3	56.3	38.7	23.5	70.3	37.5	20.0	34.8	35.7	61.9
M.S.	--	37.5	38.7	23.5	27.0	12.5	--	39.1	50.0	38.1
Ed.S.	--	--	--	--	--	--	--	4.3	--	--
Ph.D.	--	--	--	--	--	--	--	4.3	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Level	H-1	H-2	H-3	H-4	H-5	H-6
None	--	3.8	2.9	--	13.3	--
One	9.5	--	5.9	6.3	10.0	6.7
Two	7.1	7.7	5.9	--	16.7	6.7
Three	50.0	30.8	23.5	34.4	16.7	30.0
B.S.	31.0	53.8	52.9	56.3	26.7	53.3
M.S.	2.4	3.8	8.8	3.1	16.7	3.3
Ed.S.	--	--	--	--	--	--
Ph.D.	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Level	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
None	13.5	22.6	4.4	4.3	--	1.6	1.8	1.9
One	3.4	3.2	3.5	13.0	--	1.6	1.8	1.9
Two	4.5	9.7	10.5	13.0	3.4	6.5	7.1	7.4
Three	15.7	12.9	24.6	39.1	27.6	1.6	1.8	3.7
B.S.	43.8	45.2	44.7	26.1	55.2	58.1	48.2	44.4
M.S.	18.0	6.5	12.3	4.3	13.8	30.6	39.3	40.7
Ed.S.	1.1	--	--	--	--	--	--	--
Ph.D.	--	--	--	--	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Level	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
None	2.2	2.2	9.7	4.5	1.6	2.1	4.8	6.9	2.9	2.7
One	6.5	8.7	3.2	4.5	8.1	--	2.4	--	--	--
Two	2.2	8.7	9.7	4.5	6.5	2.1	9.5	10.3	--	--
Three	28.3	19.6	9.7	22.7	22.6	8.5	14.3	13.8	5.9	2.7
B.S.	47.8	43.5	48.4	47.7	43.5	59.6	50.0	51.7	70.6	73.0
M.S.	13.0	17.4	19.4	15.9	17.7	25.5	19.0	17.2	20.6	21.6
Ed.S.	--	--	--	--	--	2.1	--	--	--	--
Ph.D.	--	--	--	--	--	--	--	--	--	--

TABLE 9

Years of Teaching Experience Completed

2. How many years of teaching experience have you completed?

(1) None......................(0)
(2) One.......................(1)
(3) Two.......................(2)
(4) Three to five............(3-5)
(5) More than five years.....(5+)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Years	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
0	52.2	57.9	57.9	68.4	3.1	13.6	31.6	61.5	29.6	28.6	27.6
1	13.0	--	--	1.3	15.6	9.1	12.3	10.3	--	8.6	20.7
2	4.3	--	--	5.1	12.5	13.6	19.3	5.1	3.7	11.4	17.2
3-5	21.7	26.3	26.3	3.8	34.4	27.3	19.3	20.5	25.9	14.3	27.6
5+	8.7	15.8	15.8	21.5	34.4	36.4	17.5	2.6	40.7	37.1	6.9

CATEGORY B: INSTRUCTIONAL PLANNING

Years	B-1	B-2	B-3	B-4	B-5	B-6
0	79.4	60.9	63.2	57.4	72.0	57.5
1	10.3	13.6	12.3	18.8	13.4	11.4
2	1.5	5.5	7.1	7.9	1.2	8.8
3-5	4.4	11.4	9.0	8.9	6.1	9.8
5+	4.4	8.6	8.4	9.9	7.3	12.4

CATEGORY C: INSTRUCTIONAL EXECUTION

Years	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
0	60.5	51.4	51.1	61.2	61.1	39.5	53.2	32.8	60.3	56.3	61.6
1	14.0	11.4	8.7	17.9	8.3	14.0	20.5	11.9	24.1	16.5	15.1
2	7.0	5.7	4.3	4.5	11.1	4.7	3.8	11.9	1.7	4.9	4.4
3-5	7.0	17.1	8.7	6.0	11.1	14.0	10.3	17.9	6.9	8.7	8.9
5+	11.6	14.3	23.2	10.4	8.3	27.9	12.2	25.4	6.9	13.6	10.0

Years	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
0	45.3	64.8	73.0	63.1	47.9	57.9	46.4	52.6	78.3	58.9	57.6
1	18.7	14.5	10.3	16.5	19.6	16.5	17.3	10.5	8.7	9.7	18.8
2	8.0	6.3	4.0	1.9	7.9	9.0	7.3	3.5	4.3	4.8	7.1
3-5	12.7	5.0	4.8	9.7	11.2	9.8	10.9	7.0	4.3	8.1	12.9
5+	15.3	9.4	7.9	8.7	13.3	6.8	18.2	26.3	4.3	18.5	3.5

Years	C-23	C-24	C-25	C-26	C-27	C-28	C-29
0	48.4	53.5	55.0	23.1	12.5	58.3	61.2
1	14.3	9.9	15.0	11.5	--	5.6	22.4
2	7.7	1.4	8.3	3.8	6.3	8.3	1.5
3-5	14.3	14.1	15.0	15.4	12.5	13.9	9.0
5+	15.4	21.1	6.7	46.2	68.8	13.9	6.0

CATEGORY D: INSTRUCTIONAL EVALUATION

Years	D-1	D-2	D-3	D-4	D-5	D-6
0	35.4	14.3	44.0	36.8	39.9	64.6
1	15.4	17.9	8.6	12.3	16.1	5.2
2	10.8	9.5	9.5	10.4	8.4	7.3
3-5	12.3	26.2	6.9	11.3	9.1	3.1
5+	26.2	32.1	31.0	29.2	26.6	19.8

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Years	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
0	40.0	8.3	43.8	74.3	74.6	77.8	83.4	60.0	78.7
1	5.0	4.2	6.3	14.3	12.7	13.6	4.0	8.9	8.5
2	5.0	12.5	9.4	5.7	4.2	1.2	2.0	6.7	--
3-5	30.0	41.7	21.9	2.9	4.2	3.7	6.0	11.1	8.5
5+	20.0	33.3	18.8	2.9	4.2	3.7	4.6	13.3	4.3

CATEGORY F: GUIDANCE

Years	F-1	F-2	F-3	F-4	F-5
0	47.6	26.9	73.1	45.5	50.0
1	15.9	19.2	15.4	10.9	10.5
2	2.4	3.8	--	9.1	7.9
3-5	18.3	15.4	5.8	9.1	7.9
5+	15.9	34.6	5.8	25.5	23.7

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Years	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
0	91.7	11.8	25.8	55.6	16.2	75.0	53.6	21.7	23.1	9.5
1	--	5.9	3.2	--	8.1	--	21.4	--	--	4.8
2	8.3	5.9	3.2	--	16.2	6.3	--	13.0	--	4.8
3-5	--	58.8	9.7	--	43.2	18.8	21.4	21.7	30.8	28.6
5+	--	17.6	58.1	44.4	16.2	--	3.6	43.5	46.2	52.4

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Years	H-1	H-2	H-3	H-4	H-5	H-6
0	69.0	26.2	44.1	51.5	16.7	46.7
1	9.5	11.5	5.9	3.0	20.0	3.3
2	2.4	3.8	2.9	3.0	16.7	3.3
3-5	7.1	23.1	17.6	24.2	13.3	23.3
5+	11.9	34.6	29.4	18.2	33.3	23.3

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Years	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
0	46.1	54.8	52.2	30.4	55.2	1.6	3.6	1.9
1	10.1	9.7	8.7	17.4	13.8	9.7	7.1	7.4
2	7.9	6.5	2.6	21.7	--	8.1	5.4	5.6
3-5	20.2	19.4	13.9	17.4	13.8	38.7	35.7	29.6
5+	15.7	9.7	22.6	13.0	17.2	41.9	48.2	55.6

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Years	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
0	58.7	27.2	12.5	33.3	37.1	25.0	27.9	40.0	29.4	27.0
1	8.7	6.4	3.1	6.7	6.5	4.2	7.0	10.0	8.8	5.4
2	4.3	6.4	6.3	6.7	6.5	6.3	4.7	3.3	5.9	8.1
3-5	17.4	27.4	34.4	17.8	17.7	25.0	20.9	20.0	20.6	27.0
5+	10.9	31.9	43.8	35.6	32.3	39.6	39.5	26.7	35.3	32.4

TABLE 10

Teaching Status

3. Are you currently teaching or have you taught full-time during the past three years?

(1) Yes, mostly at the post-secondary level.......(Yes, P.S.)
(2) Yes, mostly at the secondary level............(Yes, Sec.)
(3) Yes, (other, please explain)..................(Yes, Other)
(4) No..(No)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Yes, P.S.	8.7	15.8	15.8	15.0	15.6	28.6	19.3	12.8	3.7	14.3	48.3
Yes, Sec.	39.1	15.8	15.8	11.2	65.6	28.6	31.6	15.4	55.6	45.7	17.2
Yes, Other	13.0	36.8	36.8	17.5	12.5	28.6	17.5	17.9	7.4	11.4	6.9
No	39.1	31.6	31.6	56.3	6.3	14.3	31.6	53.8	33.3	28.6	27.6

CATEGORY B: INSTRUCTIONAL PLANNING

Response	A-1	B-2	B-3	B-4	B-5	B-6
Yes, P.S.	13.9	18.1	12.4	18.4	19.5	21.5
Yes, Sec.	12.4	22.2	24.8	25.7	2.4	23.0
Yes, Other	19.0	16.7	20.3	17.4	14.6	13.1
No	54.7	43.0	42.5	38.5	63.4	42.4

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Yes, P.S.	15.9	41.2	10.1	15.2	18.9	27.9	38.2	20.9	17.2	22.5	18.5
Yes, Sec.	15.9	5.9	5.8	34.8	13.5	46.5	10.2	16.4	43.1	26.5	25.2
Yes, Other	36.4	7.4	34.8	25.8	13.5	18.6	19.7	26.9	13.8	16.7	15.9
No	31.8	45.6	49.3	24.2	54.1	7.0	31.8	35.8	25.9	34.3	40.4

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Yes, P.S.	18.5	16.8	19.8	22.3	30.5	11.1	39.6	7.0	13.0	16.0	17.4
Yes, Sec.	39.7	24.8	8.7	21.4	25.5	34.8	15.3	29.8	13.0	30.3	31.4
Yes, Other	17.2	18.6	31.7	23.3	18.0	23.0	10.8	12.3	21.7	21.8	17.4
No	24.5	39.8	39.7	33.0	25.9	31.1	34.2	50.9	52.2	31.9	33.7

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Yes, P.S.	22.5	14.1	18.3	42.3	40.0	30.6	13.6
Yes, Sec.	15.7	29.6	33.3	11.5	6.7	5.6	40.9
Yes, Other	19.1	29.6	23.3	19.2	40.0	16.7	22.7
No	42.7	26.8	25.0	26.9	13.3	47.2	22.7

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Yes, P.S.	34.4	53.7	23.1	30.5	31.2	12.5
Yes, Sec.	35.9	25.6	18.8	24.8	22.5	17.7
Yes, Other	18.8	14.6	19.7	13.3	10.9	25.0
No	10.9	6.1	38.5	31.4	35.5	44.8

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Yes, P.S.	--	--	15.6	8.6	7.6	6.2	7.3	10.9	4.3
Yes, Sec.	47.6	75.0	31.3	14.3	31.9	30.9	8.0	26.1	19.1
Yes, Other	9.5	12.5	9.4	5.7	23.5	24.7	14.7	8.7	4.3
No	42.9	12.5	43.8	71.4	37.0	38.3	70.0	54.3	72.3

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Yes, P.S.	20.7	48.1	11.5	25.0	7.9
Yes, Sec.	23.2	14.8	13.5	17.9	26.3
Yes, Other	12.2	18.5	7.7	7.1	15.8
No	43.9	18.5	67.3	50.0	50.0

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Yes, P.S.	4.3	6.3	10.0	5.6	8.1	6.3	3.6	26.1	7.1	4.8
Yes, Sec.	8.7	75.0	43.3	27.8	67.6	31.3	46.4	26.1	57.1	81.0
Yes, Other	21.7	6.3	10.0	33.3	10.8	6.3	21.4	13.0	--	--
No	65.2	12.5	36.7	33.3	13.5	56.3	28.6	34.8	35.7	14.3

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Yes, P.S.	2.4	15.4	8.6	6.1	10.0	6.7
Yes, Sec.	26.2	57.7	48.6	39.4	66.7	53.3
Yes, Other	9.5	--	--	3.0	13.3	--
No	61.9	26.9	42.9	51.5	10.0	43.3

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Yes, P.S.	13.3	3.2	8.0	8.7	3.4	4.8	7.1	5.7
Yes, Sec.	32.2	38.7	32.7	34.8	31.0	80.6	78.6	79.2
Yes, Other	8.9	3.2	8.0	17.4	3.4	11.3	8.9	13.2
No	45.6	54.8	51.3	39.1	62.1	3.2	5.4	1.9

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Yes, P.S.	4.3	23.4	28.1	11.1	15.9	12.5	26.2	20.0	2.9	13.5
Yes, Sec.	26.1	34.0	43.8	46.7	39.7	54.2	40.5	33.3	55.9	48.6
Yes, Other	6.5	17.0	12.5	11.1	12.7	10.4	2.4	3.3	8.8	8.1
No	63.0	25.5	15.6	31.1	31.7	22.9	31.0	43.3	32.4	29.7

TABLE 11

Instructional Areas Taught

4. Which one instructional are best describes the area in which you teach or are planning to teach?

(1) Agricultural Education..........(A.E.)
(2) Business and Office Education...(B.O.E.)
(3) Distributive Education..........(D.E.)
(4) Health Occupations Education....(H.O.E.)
(5) Home Economics Education........(H.E.)
(6) Industrial Arts Education........(I.A.)
(7) Technical Education..............(T.E.)
(8) Trade and Industrial Education...(T.I.)
(9) Other (Please Explain)...........(Other)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Area	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
A.E.	26.1	--	--	30.0	3.1	40.9	16.1	20.0	--	--	--
B.O.E.	21.7	5.6	5.6	8.7	31.3	--	1.8	12.5	7.4	--	10.7
D.E.	17.4	16.7	16.7	13.7	--	--	3.6	5.0	7.4	20.0	--
H.O.E.	--	11.1	11.1	2.5	--	--	5.4	7.5	3.7	--	17.9
H.E.	30.4	50.0	50.0	26.2	21.9	--	25.0	2.5	14.8	11.4	3.6
I.A.	4.3	--	--	--	31.3	4.5	7.1	10.0	11.1	2.9	10.7
T.E.	--	--	--	5.0	--	18.2	5.4	2.5	3.7	2.9	3.6
T.I.	--	11.1	11.1	5.0	9.4	9.1	23.2	27.5	7.4	31.4	35.7
Other	--	5.6	5.6	8.7	3.1	27.3	12.5	12.5	44.4	31.4	17.9

CATEGORY B: INSTRUCTIONAL PLANNING

Area	B-1	B-2	B-3	B-4	B-5	B-6
A.E.	.7	1.4	.7	3.0	--	2.2
B.O.E.	22.6	11.5	10.7	12.6	37.8	18.4
D.E.	2.2	7.4	2.0	3.7	1.2	5.4
H.O.E.	14.6	13.4	14.1	12.8	13.4	12.4
H.E.	33.6	14.3	12.1	7.4	19.5	4.9
I.A.	3.6	8.8	10.1	11.1	1.2	16.2
T.E.	2.9	7.8	12.1	9.9	8.5	6.5
T.I.	15.3	28.6	28.2	33.6	12.2	25.9
Other	4.4	6.9	10.1	5.9	6.1	8.1

CATEGORY C: INSTRUCTIONAL EXECUTION

Area	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
A.E.	11.4	11.4	7.2	1.5	2.6	4.7	2.5	3.0	1.7	1.9	6.7
B.O.E.	--	15.7	15.9	6.0	23.7	11.6	5.1	31.3	22.4	11.7	11.5
D.E.	4.5	14.3	5.8	1.5	26.3	4.7	2.5	7.5	12.1	17.5	8.2
H.O.E.	6.8	7.1	--	10.4	2.6	25.6	10.2	--	10.3	7.8	9.3
H.E.	45.5	4.3	15.9	7.5	31.6	--	26.8	6.0	--	1.0	10.4
I.A.	2.3	2.9	10.1	7.5	--	2.3	1.9	1.5	1.7	6.8	5.6
T.E.	6.8	5.7	1.4	11.9	2.6	4.7	17.2	4.5	6.9	8.7	12.3
T.I.	2.3	18.6	30.4	49.3	--	41.9	30.6	35.8	32.8	36.9	30.5
Other	20.5	20.0	13.0	4.5	10.5	4.7	3.2	10.4	12.1	7.8	5.6

Area	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
A.E.	4.7	3.1	2.4	2.9	2.5	8.2	4.5	1.8	--	1.7	2.4
B.O.E.	7.3	11.9	14.3	3.9	5.8	10.4	15.3	19.3	8.7	11.8	--
D.E.	4.0	9.4	4.0	3.9	1.7	1.5	7.2	19.3	4.3	.8	--
H.O.E.	14.7	9.4	4.8	6.9	12.1	14.2	9.9	1.8	--	10.9	11.9
H.E.	8.7	21.4	40.5	10.8	2.5	18.7	2.7	8.8	4.3	11.8	10.7
I.A.	5.3	1.3	2.4	7.8	11.2	3.7	9.0	26.3	4.3	3.4	4.8
T.E.	14.0	7.5	8.7	18.6	10.8	5.2	12.6	--	34.8	12.6	13.1
T.I.	34.7	31.4	18.3	38.2	49.2	30.6	28.8	2.1	43.5	35.2	51.2
Other	6.7	4.4	4.8	6.9	4.2	7.5	9.9	1.8	--	11.8	6.0

Area	C-23	C-24	C-25	C-26	C-27	C-28	C-29
A.E.	1.1	1.4	3.3	--	--	8.3	1.5
B.O.E.	11.2	4.2	8.3	16.0	6.7	2.8	3.0
D.E.	3.4	2.8	1.7	4.0	--	27.8	3.0
H.O.E.	15.7	12.7	10.0	8.0	--	--	17.9
H.E.	4.5	22.5	20.0	4.0	--	--	3.0
I.A.	2.2	2.8	3.3	8.0	--	22.2	4.5
T.E.	20.2	4.2	3.3	16.0	26.7	8.3	14.9
T.I.	33.7	39.6	40.0	24.0	40.0	22.2	49.3
Other	7.9	12.7	10.0	20.0	26.7	8.3	3.0

CATEGORY D: INSTRUCTIONAL EVALUATION

Area	D-1	D-2	D-3	D-4	D-5	D-6
A.E.	1.6	--	6.0	.9	.7	1.1
B.O.E.	3.2	10.8	14.5	14.0	4.4	4.2
D.E.	--	1.2	1.7	.9	11.8	2.1
H.O.E.	30.6	22.9	17.9	19.6	18.4	5.3
H.E.	14.5	3.6	17.9	16.8	15.4	41.1
I.A.	--	4.8	12.0	3.7	10.3	26.3
T.E.	9.7	16.9	12.0	11.2	14.0	7.4
T.I.	35.5	34.9	12.8	27.1	18.4	4.2
Other	4.8	4.8	5.1	5.6	6.6	8.4

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Area	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
A.E.	--	--	--	74.3	.8	--	18.5	46.7	57.4
B.O.E.	38.1	41.7	25.0	--	5.9	10.0	27.2	31.1	4.3
D.E.	4.8	12.5	6.3	--	.8	--	1.3	--	4.3
H.O.E.	--	--	--	2.9	5.9	11.2	2.0	--	2.1
H.E.	4.8	20.8	46.9	--	31.1	40.0	37.7	2.2	4.3
I.A.	28.6	8.3	6.3	--	10.9	3.7	2.6	4.4	14.9
T.E.	--	--	3.1	2.9	2.5	1.2	1.3	--	--
T.I.	14.3	--	9.4	2.9	38.7	30.0	6.6	--	--
Other	9.5	16.7	3.1	17.1	3.4	3.7	2.6	15.6	12.8

CATEGORY F: GUIDANCE

Area	F-1	F-2	F-3	F-4	F-5
A.E.	--	--	38.8	--	--
B.O.E.	31.6	23.1	2.0	21.8	10.8
D.E.	11.7	3.8	2.0	5.5	2.7
H.O.E.	2.5	3.8	--	1.8	2.7
H.E.	1.3	--	--	5.5	5.4
I.A.	3.8	--	--	1.8	--
T.E.	8.9	7.7	8.2	7.3	5.4
T.I.	27.8	34.6	30.6	32.7	48.0
Other	6.3	26.9	18.4	23.6	24.3

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Area	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
A.E.	--	--	--	15.8	--	--	--	4.3	--	4.8
B.O.E.	23.8	47.1	23.3	--	16.7	6.3	14.3	21.7	21.4	9.5
D.E.	23.8	--	13.3	5.3	11.1	--	--	13.0	14.3	14.3
H.O.E.	9.5	--	3.3	--	--	6.3	14.3	4.3	--	--
H.E.	--	35.3	23.3	42.1	22.2	68.8	--	13.0	14.3	19.0
I.A.	--	--	6.7	--	27.8	--	3.6	--	--	9.5
T.E.	4.8	5.9	--	--	--	6.3	3.6	4.3	--	4.8
T.I.	28.6	5.9	10.0	15.8	8.3	6.3	53.6	21.7	28.6	14.3
Other	9.5	5.9	20.0	21.1	13.9	6.3	10.7	17.4	21.4	23.8

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Area	H-1	H-2	H-3	H-4	H-5	H-6
A.E.	2.4	--	26.5	30.3	--	41.4
B.O.E.	41.5	--	--	--	--	--
D.E.	22.0	19.2	5.9	15.2	3.3	--
H.O.E.	4.9	3.8	5.9	--	6.7	--
H.E.	--	--	--	--	13.1	--
I.A.	--	15.4	8.8	9.1	--	10.3
T.E.	--	3.8	2.9	--	--	3.4
T.I.	29.3	53.8	41.2	42.4	70.0	41.4
Other	--	3.8	8.8	3.0	6.7	3.4

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Area	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
A.E.	1.2	--	.9	--	--	46.8	48.1	52.0
B.O.E.	8.1	8.0	19.4	13.0	3.4	--	--	--
D.E.	9.3	4.0	8.3	8.7	--	--	3.7	--
H.O.E.	--	--	12.0	8.7	3.4	--	--	--
H.E.	17.4	4.0	30.6	4.3	58.6	33.9	24.1	26.0
I.A.	11.6	36.0	3.7	--	27.6	--	--	--
T.E.	2.3	8.0	--	--	--	--	--	--
T.I.	30.2	36.0	13.9	56.5	3.4	14.5	16.7	20.0
Other	19.8	4.0	11.1	8.7	3.4	4.8	7.4	2.0

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Area	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
A.E.	17.8	19.1	--	25.0	14.8	17.8	20.0	27.6	30.0	25.0
B.O.E.	17.8	17.0	21.9	9.1	11.5	22.2	20.0	17.2	23.3	25.0
D.E.	17.8	14.9	15.6	11.4	14.8	17.8	10.0	6.9	10.0	9.4
H.O.E.	--	2.1	--	11.4	11.5	--	2.5	--	--	--
H.E.	24.4	4.3	6.3	4.5	3.3	11.1	7.5	6.9	13.3	12.5
I.A.	2.2	4.3	6.3	4.5	3.3	4.4	2.5	6.9	6.7	9.4
T.E.	2.7	8.5	9.4	2.3	4.9	--	5.0	3.4	--	--
T.I.	11.1	10.6	15.6	11.4	18.0	13.3	17.5	24.1	10.0	9.4
Other	6.7	19.1	25.0	20.5	18.0	13.3	15.0	6.9	6.7	9.4

TABLE 12

Type of Credit Received

5. What type of credit will you receive for completing this module? (Check all that apply.)

(1) Undergraduate.............(Under)
(2) Graduate..................(Grad.)
(3) Salary....................(Salary)
(4) Certification.............(Cert.)
(5) Other (Specification).....(Other)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Credit	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Under	39.1	5.3	5.6	59.5	3.0	9.5	28.1	70.0	18.5	23.5	29.7
Grad.	56.5	52.6	55.6	16.5	90.0	52.4	35.1	12.5	66.7	55.9	41.4
Salary	--	--	--	3.8	--	--	3.5	--	--	--	3.4
Cert.	21.7	15.8	16.7	13.9	6.1	23.8	43.5	17.5	7.4	8.8	41.4
Other	--	31.6	27.8	11.4	6.1	14.3	3.5	2.5	11.1	20.6	6.9

CATEGORY B: INSTUCTIONAL PLANNING

Credit	B-1	B-2	B-3	B-4	B-5	B-6
Under	59.8	58.6	58.2	56.9	55.4	46.9
Grad.	3.9	8.8	14.4	9.9	4.1	11.9
Salary	.8	1.4	3.3	2.3	1.4	3.4
Cert.	27.6	37.2	33.3	36.5	25.7	31.6
Other	22.8	4.7	7.2	8.9	25.7	19.8

CATEGORY C: INSTRUCTIONAL EXECUTION

Credit	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Under	52.4	45.6	43.5	61.5	39.5	30.0	51.6	35.9	42.9	63.0	57.6
Grad.	4.8	29.4	1.6	9.2	18.4	17.5	9.2	18.8	8.9	7.0	10.3
Salary	2.4	4.4	1.6	1.5	2.6	2.5	.7	3.1	1.8	1.0	.4
Cert.	19.0	29.4	12.9	33.8	23.7	50.0	32.7	15.6	51.8	35.0	30.5
Other	28.6	7.4	45.2	7.7	28.9	5.0	16.3	32.8	5.4	3.0	13.0

Credit	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Under	51.7	58.1	64.5	66.7	53.3	49.6	47.2	28.1	82.6	57.1	60.5
Grad.	15.2	11.0	5.0	6.9	6.6	15.0	21.7	38.6	4.3	6.7	8.1
Salary	2.8	1.3	--	1.0	4.8	2.3	3.8	--	4.3	3.4	1.2
Cert.	36.6	31.0	19.8	36.3	44.1	32.3	34.9	28.1	21.7	37.0	41.9
Other	9.0	11.0	20.7	4.9	7.0	15.8	6.6	17.5	--	7.6	3.5

Credit	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Under	47.2	56.3	58.3	33.3	7.7	52.9	61.2
Grad.	12.4	2.8	15.0	9.5	7.7	5.9	4.5
Salary	3.4	5.6	3.3	14.3	7.7	5.9	1.5
Cert.	38.2	40.8	30.0	42.9	76.9	35.3	40.3
Other	14.6	12.7	8.3	14.3	15.4	11.8	3.0

CATEGORY D: INSTRUCTIONAL EVALUATION

Credit	D-1	D-2	D-3	D-4	D-5	D-6
Under	39.7	43.4	61.5	51.9	56.3	53.8
Grad.	25.4	19.3	22.2	25.0	24.6	16.1
Salary	1.6	4.8	4.3	3.8	5.6	4.3
Cert.	55.6	42.2	19.7	27.9	28.2	19.4
Other	--	9.6	6.0	5.8	2.8	16.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Credit	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Under	23.8	--	22.6	11.8	62.4	59.7	56.3	15.6	27.7
Grad.	38.1	75.0	12.9	--	2.6	3.9	4.4	28.9	8.5
Salary	--	--	3.2	2.9	2.6	1.3	.7	--	4.3
Cert.	19.0	4.2	48.4	85.3	35.9	31.2	10.4	51.1	59.6
Other	19.0	29.2	22.6	8.8	11.1	15.6	34.1	15.6	10.6

CATEGORY F: GUIDANCE

Credit	F-1	F-2	F-3	F-4	F-5
Under.	46.8	19.2	25.5	21.8	26.3
Grad.	35.4	19.2	5.9	32.7	31.6
Salary	2.5	3.8	--	--	--
Cert.	20.3	50.0	68.6	47.3	57.9
Other	7.6	11.5	7.8	7.3	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Credit	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Under.	66.7	11.8	25.8	58.8	--	56.3	28.6	17.4	21.4	4.8
Grad.	4.2	7.0	74.2	29.4	67.6	37.5	--	78.3	78.6	81.0
Salary	--	5.9	6.5	5.9	--	--	--	--	7.1	4.8
Cert.	20.8	--	9.7	17.6	2.7	--	67.9	--	7.1	--
Other	29.2	11.8	--	5.9	29.7	6.3	7.1	4.3	--	9.5

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Credit	H-1	H-2	H-3	H-4	H-5	H-6
Under.	69.0	46.2	44.1	42.4	50.0	23.3
Grad.	23.8	34.6	38.2	33.3	36.7	33.3
Salary	--	--	--	--	16.7	--
Cert.	11.9	3.8	8.8	18.2	10.0	6.7
Other	--	15.4	17.6	15.2	3.3	40.0

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Credit	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Under.	14.8	19.4	30.1	66.7	74.1	--	--	2.0
Grad.	40.7	41.9	30.1	12.5	11.1	54.1	50.9	50.0
Salary	2.5	--	1.8	--	--	16.4	14.5	14.0
Cert.	39.5	32.3	42.5	8.3	3.7	4.9	--	--
Other	11.1	9.7	9.7	12.5	14.8	34.4	38.2	36.0

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Credit	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Under.	26.1	13.3	7.1	15.9	21.7	12.5	15.8	13.8	8.8	2.9
Grad.	54.3	60.0	64.3	61.4	51.7	83.3	68.4	65.5	79.4	85.7
Salary	--	8.9	7.1	4.5	3.3	8.3	10.5	10.3	5.9	5.7
Cert.	28.3	31.1	25.0	27.3	30.0	16.7	26.3	24.1	14.7	11.4
Other	8.7	11.1	10.7	9.1	8.3	--	--	6.9	8.8	5.7

TABLE 13

Number of Modules Completed

6. How many of these modules have you now completed (including the final experience)?

(1) 1....................(1)
(2) 2-3................,(2-3)
(3) 4-5..................(4-5)
(4) 6 or more...,.......(6+)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Number	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
1	40.9	10.5	--	41.8	34.4	68.2	12.3	20.5	65.4	52.9	50.0
2-3	50.0	47.4	52.6	27.8	59.4	27.3	47.4	33.3	15.4	41.2	17.9
4-5	9.1	--	10.5	12.7	6.3	--	26.3	38.5	7.7	--	21.4
6+	--	42.1	36.-	17.7	--	4.5	14.0	7.7	11.5	5.9	10.7

CATEGORY B: INSTRUCTIONAL PLANNING

Number	B-1	B-2	B-3	B-4	B-5	B-6
1	24.6	17.7	9.1	19.6	3.7	9.5
2-3	8.2	40.0	29.9	38.7	16.2	10.0
4-5	35.8	18.1	31.2	27.0	56.3	40.8
6+	31.3	24.2	29.9	14.7	23.7	33.7

CATEGORY C: INSTRUCTIONAL EXECUTION

Number	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
1	13.6	14.5	39.1	13.6	23.7	2.3	10.8	6.0	--	1.0	9.3
2-3	34.1	30.4	31.9	9.1	21.1	23.3	16.6	41.8	3.4	25.7	30.1
4-5	13.6	26.1	10.1	10.6	5.3	7.0	21.0	14.9	13.8	32.7	28.3
6+	38.6	29.0	18.8	66.7	50.0	67.4	51.6	37.3	82.8	40.6	32.3

Number	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
1	18.0	8.7	20.8	6.8	16.0	5.3	15.7	85.7	4.3	7.4	1.2
2-3	12.0	11.2	21.6	11.7	25.6	29.0	19.4	3.6	4.3	17.2	18.8
4-5	16.7	30.4	18.4	13.6	19.3	17.6	29.6	3.6	8.7	12.3	21.2
6+	53.3	49.7	39.2	68.0	39.1	48.1	35.2	7.1	82.6	63.1	58.8

Number	C-23	C-24	C-25	C-26	C-27	C-28	C-29
1	26.1	8.6	10.0	--	13.3	20.6	22.7
2-3	28.3	11.4	15.0	19.2	75.0	20.6	93.1
4-5	14.1	1816	13.3	19.2	--	55.9	1.5
6+	31.5	61.4	61.7	61.5	6.7	2.9	3.0

CATEGORY D: INSTRUCTIONAL EVALUATION

Number	D-1	D-2	D-3	D-4	D-5	D-6
1	38.1	26.8	11.2	3.7	2.8	1.1
2-3	12.7	42.7	52.6	23.4	9.2	25.3
4-5	6.3	7.3	15.5	38.3	33.8	31.6
6+	42.9	23.2	20.7	34.6	54.2	42.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Number	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
1	5.0	26.1	65.5	9.4	5.1	6.3	26.5	29.5	13.6
2-3	65.0	69.6	17.2	75.0	23.9	19.0	21.2	40.9	15.9
4-5	5.0	4.3	3.4	12.5	25.6	12.7	27.2	25.0	13.6
6+	25.0	--	13.8	3.1	45.3	62.0	25.2	4.5	46.8

CATEGORY F: GUIDANCE

Number	F-1	F-2	F-3	F-4	F-5
1	35.0	14.8	52.1	9.3	18.9
2-3	16.2	40.7	37.5	38.9	29.7
4-5	21.2	25.9	6.3	37.0	32.4
6+	27.5	18.5	4.2	14.8	18.9

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Number	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
1	65.2	52.9	56.7	15.8	61.1	50.0	34.6	66.7	53.8	66.7
2-3	17.4	47.1	20.0	26.3	38.9	35.7	--	19.0	15.4	14.3
4-5	8.7	--	13.3	5.3	--	6.3	3.8	4.8	15.4	9.5
6+	8.7	--	10.0	52.6	--	6.3	61.5	9.5	15.4	9.5

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Number	H-1	H-2	H-3	H-4	H-5	H-6
1	25.0	30.8	23.5	34.4	14.3	44.8
2-3	20.0	50.0	55.9	34.4	3.6	24.1
4-5	25.0	15.4	11.8	25.0	57.1	27.6
6+	30.0	3.8	8.8	6.3	25.0	3.4

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Number	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
1	25.0	3.6	55.0	40.9	41.3	77.8	3.6	3.7
2-3	54.2	46.4	11.0	22.7	17.2	15.9	90.9	85.2
4-5	10.2	28.6	7.3	18.2	27.6	4.8	3.6	9.3
6+	10.2	21.4	26.6	18.2	13.8	1.6	1.8	1.9

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Number	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
1	54.3	14.9	6.3	11.1	9.8	31.9	2.4	10.7	3.0	5.9
2-3	21.7	48.9	53.1	31.1	24.6	21.3	9.5	3.6	57.6	47.1
4-5	10.9	8.5	12.5	37.8	39.3	25.5	26.2	10.7	3.0	--
6+	13.0	27.7	28.1	20.0	26.2	21.3	61.9	75.0	36.4	47.1

TABLE 14

Time Estimates for Completion of The Center's PBTE Modules

The figures shown under each module number represent the percentage of teacher trainees completing the module in the time ranges shown during advanced testing of the curricula. These self-estimates of time were made by teacher trainees upon completion of the field test version of the individual module and in response to the question, "Approximately how much time (in hours) did you spend completing this module?"

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION
TIME ESTIMATES

HOURS	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
0-1	4.5	31.6	10.5	21.1	3.0	10.0	7.1	5.4	15.4	--	3.7
2-3	59.1	5.3	21.1	47.4	57.6	70.0	19.6	24.3	46.2	41.2	70.4
4-6	18.2	15.8	15.8	22.4	27.3	15.0	25.0	27.0	26.9	17.6	11.1
7-10	18.2	10.5	5.3	6.6	3.0	5.0	17.9	24.3	11.5	17.6	3.7
11-15	--	5.3	15.8	1.3	3.0	--	14.3	8.1	--	17.6	11.1
16+	--	31.6	31.6	1.3	6.1	--	16.1	10.8	--	5.9	--

CATEGORY B: INSTRUCTIONAL PLANNING
TIME ESTIMATES

HOURS	B-1	B-2	B-3	B-4	B-5	B-6
0-1	15.0	12.2	9.0	9.4	21.8	30.0
2-3	40.9	33.8	36.7	36.3	43.6	41.7
4-6	33.9	29.7	28.8	31.1	28.2	20.0
7-10	7.1	18.9	13.0	16.2	5.1	6.7
11-15	1.6	2.7	8.5	3.4	1.3	1.7
16+	1.6	2.7	4.0	3.7	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION
TIME ESTIMATES

HOURS	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
0-1	14.3	10.1	34.8	6.5	11.1	7.7	10.6	25.4	22.8	15.2	19.5
2-3	35.7	52.2	39.4	41.9	30.6	43.6	41.5	52.4	35.1	49.2	47.3
4-6	28.6	30.4	19.7	27.4	33.3	33.3	24.6	15.9	28.1	20.8	23.8
7-10	14.3	2.9	4.5	11.3	22.2	5.1	16.2	4.8	8.8	9.1	6.6
11-15	7.1	2.9	--	4.8	--	2.6	2.8	1.6	1.8	3.0	2.3
16+	--	1.4	1.5	8.1	2.8	7.7	4.2	--	3.5	2.5	0.4

HOURS	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
0-1	12.7	18.9	15.1	14.1	8.6	9.8	12.0	20.0	5.0	6.2	8.9
2-3	41.5	46.9	46.2	46.5	37.5	41.5	44.0	61.8	50.0	34.5	39.2
4-6	33.8	25.2	24.4	25.3	41.4	32.5	26.0	14.5	20.0	35.4	31.6
7-10	9.9	6.3	10.1	10.1	7.3	11.4	11.0	--	15.0	13.3	12.7
11-15	0.7	1.4	2.5	3.0	3.4	1.6	5.0	--	--	8.0	1.3
16+	1.4	1.4	1.7	1.0	1.7	3.3	2.0	3.6	10.0	2.7	6.3

HOURS	C-23	C-24	C-25	C-26	C-27	C-28	C-29
0-1	19.0	10.8	11.3	20.8	20.0	15.2	23.8
2-3	44.0	50.8	41.5	54.2	46.7	51.5	33.3
4-6	27.4	26.2	34.0	16.7	26.7	24.2	28.6
7-10	7.1	7.7	9.4	4.2	--	9.1	11.1
11-15	2.4	3.1	1.9	--	6.7	--	1.6
16+	--	1.5	1.9	4.2	--	--	1.6

CATEGORY D: INSTRUCTIONAL EVALUATION
TIME ESTIMATES

HOURS	D-1	D-2	D-3	D-4	D-5	D-6
0-1	12.7	1.2	3.4	6.5	15.8	19.3
2-3	36.5	22.5	43.1	49.5	49.6	48.9
4-6	39.7	38.7	34.5	30.8	23.0	25.0
7-10	3.2	17.5	13.8	8.4	5.0	4.5
11-15	4.8	11.2	1.7	3.7	6.5	--
16+	3.2	8.7	3.4	0.9	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT
TIME ESTIMATES

HOURS	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
0-1	14.3	17.4	3.7	48.1	9.6	13.8	26.9	23.7	35.0
2-3	61.9	65.2	85.2	51.9	49.1	53.8	38.1	50.0	45.0
4-6	19.0	13.0	7.4	--	25.4	21.5	23.9	18.4	17.5
7-10	--	4.3	3.7	--	10.5	9.2	5.2	2.6	2.5
11-15	4.8	--	--	--	3.5	1.5	2.2	--	--
16+	--	--	--	--	1.8	--	3.7	5.3	--

CATEGORY F: GUIDANCE
TIME ESTIMATES

HOURS	F-1	F-2	F-3	F-4	F-5
0-1	12.7	14.8	21.4	5.7	5.9
2-3	41.8	37.0	47.6	47.2	41.2
4-6	25.3	22.2	19.0	34.0	41.2
7-10	12.7	18.5	7.1	13.2	8.8
11-15	3.8	3.7	4.8	--	2.9
16+	3.8	3.7	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS
TIME ESTIMATES

HOURS	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
0-1	9.1	--	16.7	10.5	11.8	--	--	4.5	16.7	5.0
2-3	22.7	56.3	30.0	36.8	35.3	30.8	45.5	18.2	75.0	40.0
4-6	27.3	31.3	16.7	10.5	23.5	46.2	31.8	40.9	8.3	50.0
7-10	27.3	12.5	16.7	--	8.8	23.1	13.6	22.7	--	5.0
11-15	4.5	--	--	31.6	8.8	--	4.5	9.1	--	--
16+	9.1	--	20.0	10.5	11.8	--	4.5	4.5	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION
TIME ESTIMATES

HOURS	H-1	H-2	H-3	H-4	H-5
0-1	9.5	28.0	25.8	32.3	8.3
2-3	45.2	36.0	45.2	38.7	16.7
4-6	23.8	12.0	3.2	6.5	25.0
7-10	21.4	12.0	19.4	6.5	41.7
11-15	--	8.0	6.5	16.1	8.3
16+	--	4.0	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT
TIME ESTIMATES

HOURS	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
0-1	11.1	32.1	4.8	21.1	13.8	8.8	18.9	18.5
2-3	43.2	57.1	21.0	42.1	44.8	36.8	34.0	51.9
4-6	34.6	7.1	36.2	21.1	27.6	26.3	26.4	16.7
7-10	3.7	3.6	23.8	5.3	13.8	14.0	18.9	11.1
11-15	1.2	--	5.7	10.5	--	3.5	--	1.9
16+	6.2	--	8.6	--	--	10.5	1.9	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION
TIME ESTIMATES

HOURS	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
0-1	6.5	8.5	3.2	9.1	12.7	10.6	11.6	23.3	9.4	27.8
2-3	58.7	57.4	32.3	40.9	42.9	61.7	39.5	56.7	71.9	63.9
4-6	23.9	21.3	41.9	31.8	19.0	21.3	37.2	16.7	18.8	5.6
7-10	8.7	10.6	12.9	11.4	12.7	6.4	9.3	3.3	--	2.8
11-15	2.2	--	3.2	2.3	6.3	--	2.3	--	--	--
16+	--	2.1	6.5	4.5	6.3	--	--	--	--	--

TABLE 15

Amount of Time Reasonable for Competency

8. Did the module require a reasonable amount of time considering the competency involved?

(1) Definitely yes............(DY)
(2) Yes.......................(Y)
(3) Not sure..................(NS)
(4) No........................(N)
(5) Definitely not............(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	21.7	36.8	42.1	12.8	24.2	9.1	24.6	21.6	14.8	31.4	20.7
Y	56.5	42.1	47.4	57.7	63.6	68.2	59.6	62.2	66.7	62.9	51.7
NS	8.7	21.2	--	16.7	6.1	13.6	5.3	13.5	11.1	2.9	13.8
N	8.7	--	10.5	12.8	3.0	9.1	8.8	2.7	7.4	2.9	13.8
DN	4.3	--	--	--	3.0	--	1.8	--	--	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	10.2	19.0	12.9	15.9	11.2	12.0
Y	61.3	64.3	68.4	66.7	58.7	70.8
NS	15.3	9.0	12.3	12.0	17.5	9.4
N	10.9	6.3	5.8	5.1	12.5	7.8
DN	2.2	1.4	.6	.2	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	14.0	15.9	5.9	10.6	13.2	14.3	9.6	13.4	6.9	10.7	9.2
Y	62.8	73.9	60.3	74.2	73.7	69.0	71.8	68.7	82.8	68.9	71.2
NS	18.6	4.3	16.2	9.1	7.9	11.9	10.3	7.5	8.6	11.7	9.6
N	4.7	4.3	17.6	6.1	2.6	4.8	8.3	10.4	1.7	8.7	9.6
DN	--	1.4	--	--	2.6	--	--	--	--	--	.4

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	9.3	10.6	15.4	13.6	17.8	17.3	15.3	12.5	13.0	16.9	16.5
Y	74.0	65.0	56.1	73.8	66.4	63.2	61.3	48.2	56.5	62.9	64.7
NS	7.3	13.7	15.4	7.8	9.5	13.5	14.4	28.6	13.0	8.9	9.4
N	8.7	8.7	11.4	3.9	5.8	6.0	9.0	1017	17.4	10.5	9.4
DN	.7	1.9	1.6	1.0	.4	--	--	--	--	.8	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	9.9	22.5	10.2	16.0	13.3	8.6	4.4
Y	64.8	53.5	11.2	68.0	66.7	68.6	76.5
NS	13.2	11.3	8.5	4.0	20.0	20.0	8.8
N	11.0	12.7	6.8	12.0	--	2.9	8.8
DN	1.1	--	3.4	--	--	--	1.5

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	19.4	17.9	22.9	19.6	17.4	14.9
Y	64.5	65.5	56.8	70.1	68.1	62.8
NS	81.	9.5	11.9	5.6	8.3	16.0
N	8.1	6.0	6.8	4.7	6.3	6.4
DN	--	1.2	1.7	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	4.8	25.0	9.7	11.4	12.6	8.6	12.5	13.6	4.3
Y	81.0	58.3	67.7	65.7	59.7	67.9	56.6	65.9	66.0
NS	9.5	16.7	9.7	17.1	18.5	13.6	21.7	15.9	17.0
N	4.8	--	12.9	5.7	8.4	9.9	8.6	4.5	12.8
DN	--	--	--	--	.8	--	.7	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	11.0	14.8	12.0	8.9	18.9
Y	74.4	70.4	68.0	71.4	75.7
NS	8.5	3.7	10.0	8.9	--
N	6.1	11.1	10.0	8.9	5.4
DN	--	--	--	1.8	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	29.2	5.9	6.5	15.8	25.0	20.0	14.3	13.0	15.4	9.5
Y	50.0	76.5	80.6	68.4	47.2	53.3	71.4	65.2	61.5	66.7
NS	8.3	5.9	6.5	10.5	19.4	13.3	7.1	17.4	7.7	9.5
N	12.5	11.8	3.2	5.3	8.3	13.3	7.1	4.3	15.4	14.3
DN	--	--	3.2	--	--	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	14.3	19.2	11.4	12.1	23.3	10.0
Y	76.2	53.8	62.9	60.6	66.7	56.7
NS	4.8	19.2	11.4	12.1	6.7	23.3
N	4.8	7.7	14.3	15.2	3.3	10.0
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	12.1	19.4	18.3	13.0	37.9	12.7	7-1	7.4
Y	58.2	67.7	62.6	69.6	44.8	74.6	82.1	85.2
NS	17.6	6.5	11.3	13.0	3.4	6.3	3.6	5.6
N	11.0	6.5	7.0	4.3	13.8	6.3	7.1	1.9
DN	1.1	--	.9	--	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	15.2	12.8	18.8	8.9	19.0	6.3	9.3	16.7	8.8	10.8
Y	63.0	70.2	68.8	77.8	65.1	70.8	72.1	70.0	73.5	73.0
NS	13.0	2.1	3.1	8.9	4.8	10.4	7.0	--	11.8	2.7
N	8.7	14.9	9.4	4.4	11.0	12.5	11.6	10.0	5.9	10.8
DN	--	--	--	--	--	--	--	3.3	--	2.7

TABLE 16

Factors Significant in Achieving Competency

9. Which of the following played a significant part in your achieving the competency described in the terminal objective of the module (Check all that apply.)

(1) The module itself....................(Mod)
(2) The resource person..................(R.P.)
(3) Peers in class.......................(Peers)
(4) Resource other than those
mentioned above......................(Other)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Mod	87.0	57.9	68.4	75.9	90.0	77.3	74.5	70.0	85.2	88.6	79.3
R.P.	26.1	10.5	10.5	27.8	15.2	13.6	43.6	37.5	25.9	22.9	6.9
Peers	4.3	26.3	42.1	5.1	9.1	22.7	20.0	12.5	22.2	11.4	6.9
Other	26.1	26.3	26.3	17.7	18.2	27.3	36.4	22.5	11.1	14.3	20.7

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Mod	65.9	83.0	76.0	74.4	72.4	69.1
R.P.	32.6	32.1	39.0	37.3	22.4	25.5
Peers	12.1	12.4	8.4	10.8	11.8	13.3
Other	26.5	17.9	17.5	20.1	27.6	27.7

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Mod	63.6	71.4	77.6	72.7	68.4	66.7	65.0	77.3	81.0	70.9	73.2
R.P.	40.9	25.7	25.4	39.4	44.7	40.5	43.9	18.2	43.1	44.7	40.5
Peers	11.4	24.3	14.9	15.2	28.9	18.0	16.6	18.2	12.1	24.3	17.1
Other	25.0	18.6	16.4	21.2	34.2	21.4	20.4	22.7	12.1	19.4	19.0

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Mod	79.2	65.8	53.6	78.6	71.1	70.5	80.9	61.8	52.2	71.5	64.7
R.P.	39.6	40.5	49.6	33.0	42.3	52.3	21.8	34.5	39.1	43.1	51.8
Peers	20.1	21.5	7.2	13.6	18.4	23.5	4.5	52.7	4.3	10.6	14.1
Other	15.4	24.1	21.6	20.4	22.2	13.6	22.7	5.5	26.1	27.6	29.4

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Mod	69.6	56.5	61.0	84.0	66.7	87.9	79.4
R.P.	40.2	42.0	55.9	20.0	40.0	27.3	42.6
Peers	19.6	11.5	18.6	16.0	6.7	12.1	8.8
Other	22.8	26.1	28.8	24.0	26.7	9.1	19.1

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Mod	82.5	74.7	87.3	80.2	81.6	66.7
R.P.	38.1	31.3	23.7	28.3	32.6	40.9
Peers	15.9	13.3	11.0	11.3	16.3	18.3
Other	28.6	34.9	21.2	21.7	18.4	22.6

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Mod	85.7	83.3	93.5	66.7	49.1	58.2	52.7	69.8	73.3
R.P.	9.5	12.5	29.0	18.2	38.8	38.2	29.1	34.9	22.2
Peers	4.8	8.3	12.9	12.1	14.7	7.6	18.2	16.3	15.6
Other	19.0	25.0	19.4	21.2	35.3	36.7	33.8	16.3	11.1

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Mod	82.7	88.5	76.5	89.3	86.8
R.P.	39.5	38.5	35.3	28.6	34.2
Peers	11.1	23.1	21.6	16.1	13.2
Other	21.0	15.4	9.8	19.6	18.4

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Mod	100.0	76.5	87.1	52.6	91.7	60.0	73.1	87.0	84.6	90.5
R.P.	16.7	17.6	25.8	36.8	8.3	40.0	65.4	4.3	15.4	9.5
Peers	4.2	11.6	12.9	10.5	2.8	26.7	7.7	4.3	15.4	9.5
Other	12.5	23.5	16.1	42.1	27.8	13.3	11.5	39.1	38.5	14.3

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Mod	8215	80.8	54.3	57.1	86.7	66.7
R.P.	20.0	19.2	31.4	28.6	53.3	30.0
Peers	2.5	7.1	8.6	7.1	20.0	10.0
Other	30.0	23.1	22.9	21.4	10.0	13.3

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Mod	73.3	83.9	87.8	82.6	82.8	68.3	67.9	74.5
R.P.	15.1	22.6	23.5	17.4	10.3	49.2	53.6	54.9
Peers	14.0	6.5	18.3	13.0	3.4	38.1	32.1	35.3
Others	24.4	12.9	18.3	17.4	13.8	17.5	12.5	15.7

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Mod	86.7	68.1	74.2	73.3	75.8	78.7	81.4	93.3	91.2	86.5
R.P.	48.9	36.2	29.0	44.4	37.1	23.4	32.6	26.7	20.6	18.9
Peers	11.1	12.8	3.2	20.02	9.7	21.3	4.7	10.0	8.8	18.9
Others	24.4	27.7	45.2	26.7	29.0	12.8	30.2	16.7	11.8	18.9

TABLE 17

Times Resource Person Asked for Assistance

10. How many times did you go to the resource person for help while completing this module?

(1) Once......................(1)
(2) Two times.................(2)
(3) Three times...............(3)
(4) Four times................(4)
(5) Five or more times........(5+)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
1	55.6	70.6	42.1	65.7	67.9	94.1	44.1	45.2	47.6	72.4	81.8
2	38.9	29.4	47.1	23.9	25.0	--	29.8	12.9	28.6	13.8	6.3
3	5.6	--	5.3	7.5	--	--	10.6	29.0	14.3	10.3	--
4	--	--	5.3	1.5	7.1	--	10.6	6.5	--	--	6.3
5+	--	--	--	1.5	--	5.9	4.3	6.5	9.5	3.4	6.3

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
1	57.1	54.7	56.5	58.0	67.5	71.2
2	26.8	24.0	21.0	22.3	18.8	15.0
3	5.4	11.7	14.5	11.3	7.8	7.2
4	6.3	1.7	5.6	4.7	4.7	4.6
5+	4.5	7.8	2.4	3.8	1.6	2.0

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
1	51.2	59.0	86.2	46.6	57.1	60.0	51.1	70.9	58.0	52.7	62.4
2	7.0	21.3	12.1	32.8	28.6	25.7	18.0	20.0	28.0	26.4	22.9
3	25.6	11.5	1.7	12.1	14.3	5.7	12.8	7.3	10.0	14.3	8.2
4	7.0	--	--	3.4	--	5.7	6.8	1.8	4.0	3.3	2.9
5+	9.3	8.2	--	5.2	--	2.9	11.3	--	--	3.3	3.7

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
1	63.3	60.1	48.3	63.6	53.8	59.4	65.6	48.1	54.5	55.5	39.2
2	18.7	21.7	21.6	20.5	19.3	21.1	15.6	29.6	18.2	25.5	31.6
3	8.6	12.6	14.7	10.2	17.9	12.5	13.3	16.7	13.6	11.8	20.3
4	2.2	2.1	8.6	3.4	4.9	3.9	2.2	1.9	--	4.5	5.1
5+	7.2	3.5	6.9	2.3	4.0	3.1	3.3	3.7	13.6	2.7	3.8

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
1	61.2	52.4	48.2	57.9	53.3	70.8	62.1
2	17.5	27.0	25.0	15.8	40.0	12.5	24.1
3	11.2	12.7	23.2	26.3	6.7	16.7	5.2
4	5.0	4.8	1.8	--	--	--	6.9
5+	5.0	3.2	1.8	--	--	--	1.7

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
1	51.9	52.1	68.0	65.2	68.9	51.2
2	28.8	27.4	19.4	24.7	20.5	20.0
3	13.5	13.7	10.7	6.7	7.4	16.2
4	3.8	4.1	--	1.1	.8	5.0
5+	1.9	2.7	1.9	2.2	2.5	7.5

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
1	81.8	84.6	77.8	80.8	62.0	65.8	61.7	63.9	87.5
2	9.1	7.7	22.2	15.4	18.5	23.7	23.3	19.4	3.1
3	9.1	7.4	--	3.8	13.0	7.9	6.8	11.1	9.4
4	--	--	--	--	2.8	1.3	2.3	5.6	--
5+	--	--	--	--	3.7	1.3	6.0	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
1	56.1	54.2	68.4	68.1	68.8
2	27.3	25.0	15.8	17.0	18.8
3	13.6	16.7	10.5	8.5	6.3
4	--	--	2.6	--	3.1
5+	3.0	4.2	2.6	6.4	3.1

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
1	73.3	61.5	65.2	66.7	89.3	38.5	57.7	66.7	88.9	61.5
2	6.7	30.8	17.4	22.2	7.1	38.5	26.9	27.8	11.1	30.8
3	13.3	7.7	8.7	5.6	--	23.1	7.7	5.6	--	7.7
4	6.7	--	--	--	--	--	7.7	--	--	--
5+	--	--	8.7	5.6	3.6	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
1	58.8	71.4	71.0	56.0	34.6	66.7
2	20.6	9.5	19.4	32.0	26.9	28.6
3	14.7	14.3	6.5	8.0	23.1	4.8
4	5.9	4.8	--	4.0	15.4	--
5+	--	--	3.2	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
1	72.7	78.6	64.2	93.3	84.2	42.9	50.0	68.9
2	18.2	21.4	24.2	6.7	15.8	23.6	29.6	13.3
3	5.2	--	8.4	--	--	16.1	7.4	6.7
4	2.6	--	2.1	--	--	10.7	7.4	6.7
5+	1.3	--	1.1	--	--	7.1	5.6	4.4

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
1	74.4	78.6	78.6	78.6	78.8	85.4	69.4	100.0	95.0	95.7
2	15.4	14.3	14.3	16.7	19.2	14.6	27.8	--	5.0	4.3
3	10.3	7.1	3.6	2.4	1.9	--	2.8	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5+	--	--	3.6	2.4	--	--	--	--	--	--

TABLE 18

Clarity of Module Introduction

11. Did the module introduction clearly explain the purpose of the module?

(1) Definitely yes..........(DY)
(2) Yes.....................(Y)
(3) Not sure................(NS)
(4) No......................(N)
(5) Definitely no...........(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	34.8	57.9	52.6	30.4	57.6	31.8	19.6	37.5	33.3	42.9	20.7
Y	60.9	42.1	36.8	62.0	33.3	50.0	62.5	47.5	48.1	54.3	72.4
NS	4.3	--	--	6.3	9.1	18.2	12.5	12.5	7.4	--	3.4
N	--	--	10.5	1.3	--	--	3.6	2.5	3.7	2.9	3.4
DN	--	--	--	--	--	--	1.8	--	7.4	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	25.5	27.6	26.5	25.5	19.5	17.6
Y	67.2	63.3	69.7	68.4	73.2	75.6
NS	4.4	7.7	3.2	3.9	6.1	5.7
N	2.9	1.4	--	1.2	1.2	1.0
DN	--	--	.6	1.0	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	41.9	27.1	27.5	26.9	28.9	29.3	15.9	28.8	15.5	17.6	25.7
Y	53.5	68.6	63.8	73.1	68.4	61.0	73.9	66.7	82.8	76.5	69.9
NS	4.7	2.9	4.3	--	2.6	7.3	7.0	4.5	1.7	3.9	3.0
N	--	1.4	4.3	--	--	2.4	1.3	--	--	2.0	1.1
DN	--	--	--	--	--	--	1.9	--	--	--	.4

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	30.0	23.0	19.5	24.5	24.5	25.6	23.4	26.3	17.4	26.8	25.9
Y	66.0	68.6	66.7	70.6	69.7	64.7	72.1	59.6	78.3	69.9	69.4
NS	4.0	5.6	12.2	3.9	4.1	9.0	3.6	12.3	4.3	3.3	3.5
N	--	1.9	.8	1.0	1.7	--	.9	1.8	--	--	1.2
DN	--	--	.8	--	--	.8	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	33.3	31.9	30.0	46.2	13.3	13.9	25.0
Y	63.3	62.5	66.7	53.8	86.7	69.4	72.1
NS	3.3	5.6	3.3	--	--	8.3	2.9
N	--	--	--	--	--	8.3	--
DN	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	25.4	20.5	28.4	37.7	32.4	29.5
Y	63.5	71.1	61.2	58.5	63.4	58.9
NS	6.3	4.8	7.8	2.8	3.5	8.4
N	3.2	2.4	2.6	.9	.7	2.1
DN	1.6	1.2	--	--	--	1.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	47.6	43.5	36.4	17.6	21.8	18.8	19.9	19.6	10.9
Y	47.6	52.2	63.6	67.6	68.9	72.5	68.9	60.9	76.1
NS	4.8	4.3	--	14.7	9. 2	3.7	8.6	17.4	10.9
N	--	--	--	--	--	5.0	2.0	2.2	2.2
DN	--	--	--	--	--	--	.7	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	17.3	29.6	34.0	32.1	44.7
Y	75.3	70.4	58.5	67.9	55.3
NS	7.4	--	5.7	--	--
N	--	--	1.9	--	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	54.2	41.2	38.7	21.1	59.5	33. 3	25.0	34.8	35.7	42.9
Y	45.8	41.2	58.1	68.4	32.4	66.7	75.0	60.9	64.3	52.4
NS	--	5.9	3.2	5.3	5.4	--	--	4.3	--	--
N	--	11.8	--	5.3	2.7	--	--	--	--	4.8
DN	--	--	--	--	--	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	47.1	19.2	14.3	12.1	46.7	10.0
Y	52.4	76.9	82.9	78.8	53.3	80.0
NS	--	--	2.9	3.0	--	6.7
N	--	3.8	--	6.1	--	3.3
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	36.3	41.9	37.4	41.7	58.6	31.7	17.9	20.8
Y	58.2	58.1	55.7	45.8	37.9	63.5	76.8	77.4
NS	4.4	--	6.1	8.3	--	1.6	5.4	1.9
N	1.1	--	.9	--	3.4	3.2	--	--
DN	--	--	--	4.2	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	30.4	23.4	28.1	31.1	31.7	35.4	16.3	23.3	14-7	35.1
Y	58.7	74.5	71.9	66.7	65.1	60.4	81.4	76.7	85.3	64.9
NS	8.7	2.1	--	2.2	1.6	4.2	--	--	--	--
N	2.2	--	--	--	1.6	--	2.3	--	--	--
DN	--	--	--	--	--	--	--	--	--	--

TABLE 19

Clarity of Module Directions

12. Were the directions within the module easily understood?

(1) Definitely yes................(DY)
(2) Yes...........................(Y)
(3) Not sure. ....(NS).
(4) No............................(N)
(5) Definitely no.................(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	17.4	36.8	31.6	26.6	51.5	22.7	16.1	17.5	29.6	40.0	13.8
Y	69.6	57.9	52.6	62.0	42.4	63.6	57.1	65.0	51.9	54.3	69.0
NS	13.0	5.3	10.5	11.4	6.1	13.6	19.6	10.0	11.1	2.9	10.3
N	--	--	5.3	--	--	--	5.4	7.5	3.7	2.9	6.9
DN	--	--	--	--	--	--	1.8	--	3.7	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	21.2	20.8	22.1	20.3	18.5	16.6
Y	69.3	66.5	74.0	71.6	75.3	77.2
NS	7.3	7.2	1.9	2.9	2.5	4.7
N	2.2	5.0	1.3	4.2	3.7	1.6
DN	--	.5	.6	1.0	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	27.9	28.6	23.2	19.4	23.7	17.1	14.0	25.8	15.5	14.7	20.7
Y	65.1	64.3	71.0	73.1	65.8	73.2	75.8	68.2	81.0	81.4	74.4
NS	4.7	4.3	2.9	6.0	10.5	4.9	6.4	6.1	3.4	1.0	3.3
N	2.3	1.4	2.9	1.5	--	4.9	3.2	--	--	2.9	1.5
DN	--	1.4	--	--	--	--	.6	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	23.3	19.4	17.1	22.5	20.4	21.1	16.2	19.6	13.0	18.2	17.6
Y	68.7	68.8	65.9	73.5	73.3	66.9	75.7	60.7	78.3	76.9	80.0
NS	6.0	10.0	12.2	2.0	4.2	9.8	6.3	10.7	8.1	5.0	2.4
N	2.0	1.9	4.9	2.0	2.1	2.3	1.8	8.9	--	--	--
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	27.8	27.8	27.1	26.9	20.0	8.3	23.5
Y	70.0	70.8	66.1	73.1	80.0	69.4	75.0
NS	1.1	1.4	5.1	--	--	8.3	--
N	1.1	--	1.1	--	--	13.9	--
DN	--	--	--	--	--	--	1.5

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	15.6	9.5	21.4	31.1	25.4	26.3
Y	71.9	73.8	59.0	62.3	69.7	64.2
NS	6.3	3.6	12.0	4.7	2.8	6.3
N	6.3	11.9	7.7	1.9	2.1	3.2
DN	--	1.2	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	38.1	43.5	39.4	5.9	13.4	18.8	19.9	19.6	6.5
Y	61.9	56.5	57.6	88.2	73.9	73.7	69.5	65.2	82.6
NS	--	--	3.0	5.9	10.9	2.5	9.9	15.2	6.5
N	--	--	--	--	1.7	5.0	.7	--	4.3
DN	--	--	--	--	--	--	--	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	13.4	18.5	24.5	19.6	32.2
Y	80.5	81.5	66.0	78.6	65.8
NS	2.4	--	7.5	--	--
N	3.7	--	1.9	1.8	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	41.7	41.2	32.7	21.1	51.4	26.7	21.4	32.8	42.9	40.0
Y	58.9	58.8	67.7	73.7	40.5	73.3	71.4	56.5	57.1	55.0
NS	--	--	--	5.3	5.4	--	7.1	--	--	5.0
N	--	--	--	--	2.7	--	--	8.7	--	--
DN	--	--	--	--	--	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	45.2	23.1	17.1	21.2	43.3	10.0
Y	54.8	76.9	82.9	72.7	56.7	83.3
NS	--	--	--	--	--	6.7
N	--	--	--	6.1	--	--
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	25.3	35.5	22.8	33.3	41.4	15.9	14.3	13.2
Y	65.9	64.5	63.2	54.3	51.7	71.4	83.9	86.8
NS	3.3	--	6.1	4.2	--	7.9	1.8	--
N	5.5	--	7.0	4.2	6.9	4.8	--	--
DN	--	--	.9	4.2	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	21.7	14.9	21.9	28.9	27.0	33.3	16.3	26.7	2016	37.8
Y	65.2	74.5	71.9	66.7	65.1	64.6	79.1	10.0	76.5	62.2
NS	8.7	8.5	3.1	2.2	7.9	2.1	4.7	3.3	2.9	--
N	2.2	2.1	3.1	2.2	--	--	--	--	--	--
DN	2.2	--	3.1	--	--	--	--	--	--	--

TABLE 20

Clarity of Module Objectives

13. Were the objective of the module clearly stated?

(1) Definitely yes...............(DY)
(2) Yes..........................(Y)
(3) Not sure.....................(NS)
(4) No...........................(N)
(5) Definitely no................(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	26.1	52.6	42.1	26.6	54.5	27.3	16.1	20.0	25.9	37.1	17.0
Y	69.6	47.4	47.1	67.1	39.4	59.1	60.7	70.0	74.1	57.1	75.0
NS	4.3	--	5.3	5.1	3.0	13.6	17.9	7.5	--	--	7.1
N	--	--	5.3	1.3	3.0	--	3.6	2.5	--	5.7	--
DN	--	--	--	--	--	--	1.8	--	--	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	22.6	20.4	21.9	21.4	13.4	16.6
Y	69.3	71.9	74.8	71.7	81.7	76.7
NS	5.8	7.7	1.9	3.7	3.7	5.2
N	2.2	--	1.3	2.7	1.2	1.6
DN	--	--	--	.5	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	32.6	27.1	21.7	20.9	23.7	14.6	15.3	26.9	10.7	14.7	20.7
Y	58.1	67.1	71.0	70.0	73.7	75.6	77.7	70.1	83.9	79.4	74.8
NS	4.7	2.9	2.9	9.0	2.6	7.3	3.8	5.0	5.3	3.9	3.0
N	4.7	2.9	4.3	--	--	2.4	3.2	--	--	2.0	1.5
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	27.3	18.8	18.7	17.8	20.0	22.6	17.1	16.4	21.7	18.2	21.2
Y	67.3	70.6	70.7	77.2	75.0	69.2	78.4	65.5	73.9	74.4	71.8
NS	4.7	10.0	7.3	4.0	5.0	6.8	4.5	7.3	4.3	7.4	7.1
N	.7	.6	3.3	1.0	--	1.5	--	10.9	--	--	--
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	26.7	28.2	28.8	30.8	20.0	8.6	23.9
Y	72.2	68.1	69.5	69.2	80.0	77.1	73.1
NS	1.1	2.8	1.7	--	--	5.7	3.0
N	--	--	--	--	--	8.6	--
DN	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	14.3	9.6	23.9	31.1	24.6	28.4
Y	74.6	79.5	65.0	60.4	68.3	61.1
NS	11.1	6.0	6.8	7.5	4.2	6.3
N	--	3.6	4.3	.9	2.8	4.2
DN	--	1.2	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	42.9	47.8	39.4	8.8	15.1	16.5	20.7	19.6	8.7
Y	57.1	47.8	54.5	85.3	73.1	73.4	66.7	65.2	78.3
NS	--	4.3	6.1	2.9	10.9	6.3	10.7	13.0	8.7
N	--	--	--	2.9	.8	3.8	1.3	2.2	2.2
DN	--	--	--	--	--	--	--	--	2.2

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	13.4	22.2	20.8	24.1	42.1
Y	80.5	77.8	75.5	75.1	57.9
NS	6.1	--	1.9	1.9	--
N	--	--	1.9	--	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	37.5	35.3	29.0	15.8	48.6	33.3	25.0	30.4	42.9	38.1
Y	58.3	52.9	67.7	73.7	48.6	66.7	75.0	56.5	57.1	57.1
NS	4.2	--	3.2	10.5	--	--	--	4.3	--	4.8
N	--	11.8	--	--	2.7	--	--	8.7	--	--
DN	--	--	--	--	--	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	42.9	15.4	17.1	15.2	46.7	--
Y	57.1	76.9	80.0	69.7	53.3	90.0
NS	--	7.7	2.9	9.1	--	6.7
N	--	--	--	6.1	--	3.3
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	27.5	41.9	29.8	29.2	37.9	25.4	14.3	18.9
Y	69.2	51.6	66.7	58.3	58.6	73.0	82.1	79.2
NS	2.2	--	1.8	4.2	3.4	1.6	3.6	1.9
N	1.1	6.5	1.8	4.2	--	--	3.6	--
DN	--	--	--	4.2	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	32.6	19.1	31.3	28.9	31.7	31.3	14.0	26.7	17.6	40.5
Y	65.2	7817	62.5	68.9	65.1	64.6	83.7	70.0	82.4	59.5
NS	2.2	2.1	6.3	2.2	3.2	4.3	2.3	3.3	--	--
N	--	--	--	--	--	--	--	--	--	--
DN	--	--	--	--	--	--	--	--	--	--

TABLE 21

Optional Learning Activities Completion

16. Did you complete any of the optional learning activities?

(1) Yes, most of them.................... (Yes,most)
(2) Yes, a few of them................... (Yes, few)
(3) No................................... (No)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Yes, most	4.5	5.3	--	6.3	6.1	--	1.8	25.6	3.7	5.7	7.4
Yes, few	18.2	5.3	11.1	15.1	21.2	31.8	23.6	25.6	11.1	20.0	18.5
No	77.3	80.5	88.9	75.5	72.7	68.2	74.5	48.7	85.2	74.3	74.1

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Yes, most	6.9	12.0	8.1	11.1	6.4	11.3
Yes, few	20.6	23.1	27.0	22.4	25.6	23.7
No	72.5	64.8	64.9	66.6	67.9	65.1

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Yes, most	7.0	12.5	7.2	10.6	2.6	12.8	4.5	3.0	3.6	8.1	7.6
Yes, few	23.2	17.2	20.3	30.3	23.7	30.8	23.9	22.7	26.8	32.3	22.9
No	69.8	70.3	72.5	59.1	73.7	56.4	71.6	74.2	69.6	59.6	69.5

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Yes, most	7.6	9.5	6.7	6.1	9.3	10.1	8.3	1.8	4.5	16.7	16.7
Yes, few	26.2	22.8	19.2	24.2	27.1	30.2	18.5	5.4	27.3	32.5	33.3
No	66.2	67.7	74.2	69.7	63.6	59.7	73.1	92.9	68.2	50.8	50.0

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Yes, most	11.2	10.0	10.7	17.4	14.3	12.1	14.7
Yes, few	22.5	29.0	33.9	21.7	28.6	9.1	17.6
No	66.3	60.9	55.4	60.9	57.1	78.8	67.6

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Yes, most	9.7	17.5	8.6	13.5	10.0	5.3
Yes, few	35.5	27.5	22.4	19.2	20.0	23.2
No	54.8	55.0	69.0	67.3	70.0	71.6

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Yes, most	10.0	4.3	15.6	11.8	9.6	5.2	9.5	7.0	9.3
Yes, few	10.0	17.4	21.9	20.6	22.8	26.0	23.8	25.6	14.0
No	80.0	78.3	62.5	67.6	67.5	68.8	66.7	67.5	76.7

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Yes, most	8.6	15.4	16.0	13.0	23.7
Yes, few	16.0	15.4	18.0	29.6	26.3
No	75.3	69.2	66.0	57.4	50.0

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Yes, most	4.3	5.9	16.1	6.3	13.5	6.7	15.3	8.7	--	9.5
Yes, few	47.8	--	12.9	31.3	29.7	6.7	42.3	30.4	7.1	28.6
No	47.8	94.1	71.0	62.5	56.8	86.7	42.3	60.9	92.9	61.9

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Yes, most	2.4	3.8	8.6	--	26.7	3.4
Yes, few	23.8	23.1	22.9	21.2	50.0	13.8
No	73.8	23.1	68.6	78.8	23.3	82.8

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Yes, most	15.1	32.3	14.8	20.8	10.3	15.0	12.5	7.8
Yew, few	17.4	16.1	25.2	25.0	20.7	38.3	32.1	39.2
No	67.5	51.6	60.0	54.2	69.0	46.7	55.4	52.9

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Yes, most	15.6	15.6	6.7	11.6	10.0	10.9	7.0	13.3	2.9	5.6
Yes, few	24.4	24.4	30.0	23.3	20.0	17.4	20.9	20.0	11.8	16.7
No	60.0	60.0	43.3	65.1	70.0	71.7	72.0	66.7	85.3	77.8

TABLE 22

Clarity of Learning Experiences

17. Were the learning experiences clear and easy to understand?

(1) Definitely yes..................(DY)
(2) Yes.............................(Y)
(3) Not sure........................(NS)
(4) No..............................(N)
(5) Definitely no...................(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	13.0	36.8	26.3	17.7	42.4	9.1	16.1	17.5	22.2	32.4	10.3
Y	87.0	57.9	47.4	6814	51.5	68.2	53.6	65.0	74.1	60.0	69.0
NS	--	5.3	10.5	6.3	6.1	18.2	14.3	10.0	3.7	5.7	13.8
N	00	00	15.8	7.6	--	4.5	14.3	7.5	--	--	6.9
DN	--	--	--	--	--	--	1.8	--	--	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	16.3	14.5	18.1	17.2	12.5	10.5
Y	68.9	73.3	74.8	72.4	79.7	79.1
NS	12.6	8.6	5.2	6.7	3.7	7.9
N	2.2	3.6	1.3	3.2	5.0	2.1
DN	--	--	.6	.5	--	.5

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	20.9	17.1	17.4	17.9	13.2	19.5	10.3	19.7	12.1	7.8	16.0
Y	72.1	77.1	75.4	70.1	84.2	70.7	76.9	68.2	84.5	84.3	75.0
NS	7.0	2.9	2.9	7.5	2.6	9.8	9.6	10.6	1.7	6.9	5.6
N	--	1.4	4.3	4.5	--	--	3.2	1.5	1.7	1.0	3.0
DN	--	1.4	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	18.7	14.5	13.8	19.6	16.6	17.2	18.2	16.1	9.7	13.0	16.5
Y	72.7	71.1	72.4	71.6	75.1	68.7	71.8	62.5	73.9	80.5	76.5
NS	7.3	10.7	8.9	5.9	6.2	11.9	8.2	10.7	8.7	5.7	4.7
N	1.3	3.8	4.1	2.0	2.1	2.2	1.8	10.7	8.7	.8	2.4
DN	--	--	.8	1.0	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	22.0	19.7	25.4	20.0	21.4	2.9	20.6
Y	72.5	74.6	66.1	80.0	78.6	74.3	70.6
NS	3.3	5.6	5.1	--	--	17.1	5.9
N	2.2	--	3.4	--	--	5.7	2.9
DN	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	14.3	7.1	20.5	26.9	16.8	16.7
Y	69.8	70.2	57.3	64.8	74.8	70.8
NS	7.9	13.1	14.5	7.4	1.0	10.4
N	6.3	9.5	7.7	.9	1.4	2.0
DN	1.6	--	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	28.6	34.8	33.3	8.8	12.6	12.5	17.9	13.3	6.8
Y	71.4	65.2	66.7	19.4	71.4	75.0	69.5	71.1	77.3
NS	--	--	--	8.8	13.4	8.7	9.9	13.3	13.6
N	--	--	--	2.9	2.5	2.5	1.3	2.2	2.3
DN	--	--	--	--	--	1.2	1.3	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	11.0	18.5	18.9	12.7	31.6
Y	78.0	77.8	71.7	83.6	65.8
NS	7.3	3.7	7.5	1.8	2.6
N	3.7	--	1.9	1.8	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	3014	25.0	22.6	16.7	37.8	26.7	25.0	13.0	21.4	38.1
Y	65.2	56.3	77.4	72.2	51.4	73.3	71.4	82.6	71.4	47.6
NS	4.3	6.3	--	11.1	8.1	--	--	4.3	7.1	9.5
N	--	12.5	--	--	2.7	--	3.6	--	--	4.8
DN	--	--	--	--	--	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	34.1	11.5	11.4	9.1	46.7	6.9
Y	65.9	84.6	82.9	75.8	53.3	89.7
NS	--	3.8	2.9	9.1	--	--
N	--	--	2.9	3.0	--	3.4
DN	--	--	--	3.0	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	20.0	32.3	19.3	20.8	34.5	9.5	10.9	17.0
Y	71.1	64.5	69.3	70.8	62.1	84.1	80.0	83.0
NS	6.7	3.2	8.8	4.2	3.4	3.2	7.3	--
N	2.2	--	2.6	--	--	3.2	1.8	--
DN	--	--	--	4.2	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	19.7	10.6	21.9	20.5	19.0	20.8	11.6	20.0	17.6	37.8
Y	73.9	83.0	69.8	75.0	79.4	77.1	86.0	76.7	79.4	62.2
NS	6.5	6.4	3.1	2.3	1.6	2.1	2.3	3.3	2.9	--
N	--	--	6.3	2.3	--	--	--	--	--	--

TABLE 23

Relevance of Learning Experiences

18. Did the module introduction clearly explain the purpose of the module?

(1) Definitely yes.................(DY)
(2) Yes............................(Y)
(3) Not sure.......................(NS)
(4) No.............................(N)
(5) Definitely no..................(DN)

CATEGORY A: PROGRAM PLANNING, DEVLOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	8.7	31.6	15.8	12.8	42.4	9.1	8.9	20.0	22.2	28.6	3.4
Y	73.9	57.9	47.4	57.7	45.5	63.6	41.1	52.5	66.7	60.0	82.8
NS	8.7	10.5	31.6	12.8	6.1	13.6	14.3	20.0	11.1	8.6	6.9
N	8.7	--	5.3	14.1	3.0	13.6	28.6	7.5	--	2.9	3.4
DN	--	--	--	2.6	3.0	--	7.1	--	--	--	3.4

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	11.0	13.6	16.8	14.6	10.1	12.1
Y	58.1	70.5	71.6	72.8	70.9	70.0
NS	14.7	9.5	8.4	6.9	11.4	9.5
N	12.5	6.4	2.6	5.0	7.6	8.4
DN	3.7	--	.6	.7	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	11.6	18.8	13.0	16.4	10.5	17.1	9.0	13.6	8.6	6.9	12.6
Y	65.1	65.2	72.5	68.7	78.9	61.0	70.5	71.2	81.0	73.5	73.0
NS	11.6	11.6	7.2	9.0	7.9	9.8	12.8	12.1	8.6	13.7	8.9
N	11.6	2.9	7.2	4.5	2.6	12.2	7.7	3.0	1.7	5.9	5.6
DN	--	1.4	--	1.5	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	13.3	12.4	11.4	11.9	16.7	14.2	12.7	14.3	8.7	10.7	11.9
Y	77.3	71.4	62.6	73.3	74.1	67.2	65.5	58.9	60.9	75.4	69.0
NS	4.0	9.3	17.9	7.9	5.4	9.0	13.6	19.6	17.4	8.2	7.1
N	5.3	6.2	6.5	5.9	3.8	9.7	7.3	7.1	13.0	5.7	10.7
DN	--	--	1.6	1.0	--	--	.9	--	--	--	1.2

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	16.7	18.3	20.3	21.7	21.4	2.9	14.9
Y	68.9	73.2	69.5	78.3	71.4	62.9	73.1
NS	8.9	4.2	6.8	--	7.1	14.3	6.0
N	5.6	4.2	1.7	--	--	17.1	6.0
DN	--	--	1.7	--	--	2.9	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	7.9	6.2	19.7	25.2	17.5	10.4
Y	69.8	76.5	58.1	56.1	71.3	62.5
NS	12.7	7.4	12.8	15.0	7.0	18.8
N	9.5	8.6	7.7	2.8	2.8	6.3
DN	--	1.2	1.7	.9	1.4	2.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	23.8	21.7	24.2	5.9	13.4	12.5	14.6	13.3	6.7
Y	61.9	65.2	63.6	76.5	53.8	50.0	62.9	57.8	80.0
NS	14.3	8.7	6.1	14.7	16.0	12.5	13.9	24.4	13.3
N	--	4.3	6.1	2.9	11.8	21.2	7.9	4.4	--
DN	--	--	--	--	5.0	3.7	.7	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	8.7	18.5	22.6	16.7	35.1
Y	70.0	74.1	64.2	75.9	59.5
NS	10.0	7.4	5.7	3.7	5.4
N	8.7	--	7.5	3.7	--
DN	2.5	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	21.7	17.6	22.6	16.7	32.4	13.3	21.4	17.4	28.6	28.6
Y	65.2	76.5	74.2	44.4	54.1	86.7	78.6	65.2	71.4	52.4
NS	8.7	--	3.2	16.7	5.4	--	--	13.0	--	9.5
N	4.3	5.9	--	16.7	5.4	--	--	4.3	--	9.5
DN	--	--	--	5.6	2.7	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	35.7	7.7	14.3	6.1	26.7	6.9
Y	57.1	76.9	77.1	69.7	66.7	86.2
NS	4.8	7.7	8.6	18.2	6.7	6.9
N	2.4	7.7	--	6.1	--	--
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	13.3	25.8	15.7	17.4	34.5	11.1	3.6	7.5
Y	57.8	67.7	66.1	60.9	58.6	82.5	87.3	83.0
NS	13.3	--	10.4	4.3	3.4	4.8	9.1	5.7
N	14.4	3.2	7.8	13.0	3.4	1.6	--	3.8
DN	1.1	3.2	--	4.3	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	15.6	12.8	15.6	17.8	17.7	19.1	7.0	10.0	8.8	27.0
Y	64.4	70.2	71.9	68.9	59.7	61.7	79.1	86.7	73.5	59.5
NS	11.1	8.5	3.1	6.7	11.3	14.9	4.7	--	17.6	10.8
N	6.7	8.5	6.3	6.7	11.3	4.3	9.3	3.3	--	2.7
DN	2.2	--	3.1	--	--	--	--	--	--	--

TABLE 24

Sequence of Learning Experiences

19. Were the learning experiences logically sequenced?

(1) Definitely yes..................(DY)
(2) Yes.............................(Y)
(3) Not sure........................(NS)
(4) No..............................(N)
(5) Definitely no...................(DN)

CATEGORY A: PROGRAM PLANNING DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	21.7	26.3	21.1	14.1	42.4	9.1	8.9	12.8	25.9	28.6	10.3
Y	65.2	68.4	63.2	73.1	54.5	77.3	73.2	74.4	63.0	62.9	82.8
NS	13.0	5.3	15.8	12.8	3.0	13.6	10.7	10.3	7.4	8.6	6.9
N	--	--	--	--	--	--	7.1	2.6	3.7	--	--
DN	--	--	--	--	--	--	--	--	--	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	14.1	14.5	16.1	14.1	13.6	10.4
Y	73.3	73-8	76.1	75.2	80.2	76.0
NS	11.9	10.9	5.8	8.4	6.2	12.5
N	.7	.9	1.3	1.7	--	1.0
DN	--	--	.6	.5	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	9.3	19.1	10.1	17.9	18.4	19.5	9.0	16.4	14.0	9.8	17.1
Y	83.7	75.0	79.7	76.1	71.1	75.6	78.7	74.6	82.5	81.4	73.6
NS	7.0	5.9	8.7	4.5	10.5	4.9	12.3	7.5	3.5	7.8	7.8
N	--	--	1.4	1.5	--	--	--	1.5	--	1.0	1.5
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	15.3	15.6	11.3	11.8	14.1	18.0	11.8	10.7	4.3	13.8	17.6
Y	79.3	74.4	76.6	84.3	80.1	73.7	77.3	66.1	82.6	76.4	74.1
NS	5.3	8.1	11.3	3.9	5.4	8.3	10.9	23.2	13.0	9.8	8.2
N	--	1.9	.8	--	.4	--	--	--	--	--	--
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	17.6	19.7	21.7	16.7	14.3	2.9	17.6
Y	76.9	76.1	73.3	83.3	85.7	80.0	73.5
NS	4.4	4.2	5.0	--	--	11.4	8.8
N	1.1	--	--	--	--	5.7	--
DN	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	7.9	6.0	17.9	26.9	18.3	12.6
Y	82.5	74.7	70.9	62.0	71.8	72.6
NS	7.9	18.1	10.3	11.1	9.9	13.7
N	1.6	1.2	.9	--	--	1.1
DN	--	--	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	19.0	21.7	30.3	2.9	13.4	11.2	12.7	13.3	6.7
Y	71.4	69.6	54.5	79.4	75.6	78.7	73.3	71.1	82.2
NS	4.8	8.7	6.1	17.6	10.1	8.7	12.7	15.6	8.9
N	4.8	--	6.1	--	.8	1.2	1.3	--	2.2
DN	--	--	3.0	--	--	--	--	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	6.1	14.8	15.1	18.2	31.6
Y	87.8	81.5	81.1	78.2	65.8
NS	6.1	3.7	3.8	3.6	2.6
N	--	--	--	--	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	39.1	23.5	12.9	22.2	32.4	20.0	21.4	30.4	21.4	38.1
Y	60.9	70.6	80.6	72.2	67.6	80.0	71.4	65.2	78.6	61.9
NS	--	5.9	6.5	5.6	--	--	7.1	4.3	--	--
N	--	--	--	--	--	--	--	--	--	--
DN	--	--	--	--	--	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	28.6	19.2	14.3	15.6	40.0	10.3
Y	69.0	73.1	77.1	71.9	53.3	72.4
NS	2.4	7.7	8.6	9.4	6.7	13.8
N	--	--	--	3.1	--	3.4
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	15.4	23.3	19.1	20.8	37.9	9.5	1.8	11.3
Y	68.1	73.3	69.6	70.8	55.2	87.3	92.9	86.8
NS	13.2	--	8.7	4.2	3.4	3.2	5.4	1.9
N	3.3	3.3	2.6	--	3.4	--	--	--
DN	--	--	--	--	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	17.8	10.6	18.8	17.8	20.6	17.0	7.0	16.7	8.8	24.3
Y	80.0	80.9	71.9	82.2	71.4	80.9	83.7	73.3	88.2	75.7
NS	2.2	8.5	9.4	--	7.9	--	7.0	6.7	2.9	--
N	--	--	--	--	--	2.1	2.3	3.3	--	--
DN	--	--	--	--	--	--	--	--	--	--

TABLE 25

Adequacy of Information Sheets

20. How adequate was the content contained in the information sheet(s)?

(1) Too much detail was provided.........(Too detailed)
(2) It was just about right..............(About right)
(3) Too little detail was provided.......(Lack detail)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Too detailed	9.1	5.6	10.5	19.5	24.2	14.3	23.6	15.8	7.4	11.4	10.3
About right	86.4	83.3	68.4	80.5	72.7	57.1	65.5	76.3	81.5	85.7	72.4
Lack detail	4.5	11.1	21.1	--	3.1	28.6	10.9	7.9	11.1	2.9	17.2

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Too detailed	11.9	7.3	8.6	10.9	7.3	8.0
About right	82.1	83.6	88.2	83.2	87.8	88.3
Lack detail	6.0	9.1	3.3	5.9	4.9	3.7

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Too detailed	9.3	13.2	8.8	11.9	--	9.8	12.9	15.2	1.7	7.0	9.7
About right	88.4	80.9	86.8	86.6	94.6	90.2	85.8	83.3	93.1	91.0	88.1
Lack detail	2.3	5.9	4.4	1.5	5.4	-- --	1.3	1.5	5.2	2.0	2.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Too detailed	8.1	9.6	9.0	11.0	10.0	6.9	18.7	7.4	26.1	13.8	11.8
About right	90.6	87.8	81.1	87.0	85.4	86.9	79.4	68.5	69.6	82.9	85.9
Lack detail	1.3	2.6	9.8	2.0	4.6	6.2	1.9	24.1	4.3	3.3	2.4

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Too detailed	13.0	14.3	18.3	--	--	21.9	8.8
About right	81.5	85.7	78.3	95.8	92.3	75.0	88.2
Lack detail	5.4	--	3.3	4.2	7.7	3.1	2.9

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Too detailed	4.9	12.7	7.1	8.4	7.0	8.7
About right	85.2	68.4	77.0	86.0	86.7	85.9
Lack detail	9.8	19.0	15.9	5.6	6.3	5.4

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Too detailed	19.0	9.1	--	33.3	12.8	3.9	8.2	14.3	9.3
About right	81.0	81.8	100.0	60.6	76.1	81.6	89.0	83.3	79.1
Lack detail	--	9.1	--	6.1	11.1	14.5	2.7	2.4	11.6

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Too detailed	11.0	3.7	11.5	7.1	2.6
About right	82.9	96.3	84.6	91.1	97.4
Lack detail	6.1	--	3.8	1.8	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Too detailed	4.2	--	16.1	11.1	8.1	20.0	7.1	13.6	--	10.0
About right	83.3	82.4	77.4	77.8	89.2	80.0	89.3	77.3	100.0	90.0
Lack detail	12.5	17.6	6.5	11.1	2.7	--	3.6	9.1	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Too detailed	4.8	--	8.8	3.1	--	3.7
About right	95.2	96.0	82.4	78.1	100.0	92.6
Lack detail	--	4.0	8.8	18.8	--	3.7

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Too detailed	5.6	9.7	6.1	8.3	--	6.3	7.1	3.8
About right	88.8	90.3	80.9	79.2	96.6	92.1	91.1	92.5
Lack detail	5.6	--	13.0	12.5	3.4	1.6	1.8	3.8

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Too detailed	8.9	8.5	3.2	6.7	11.3	10.4	7.1	3.3	8.8	13.5
About right	80.0	80.9	87.1	82.2	85.5	85.4	85.7	96.7	79.4	78.4
Lack detail	11.1	10.6	9.7	11.1	3.2	4.2	7.1	--	11.8	8.1

TABLE 26

Consistency of Information

21. Was the information presented consistent throughout the module (no contradictions)?

(1) Definitely yes.............. (DY)
(2) Yes...........................(Y)
(3) Not sure......................(NS)
(4) No............................(N)
(5) Definitely no................(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	39.1	15.8	21.1	11.4	39.4	4.8	9.1	7.9	14.8	20.0	10.3
Y	47.8	73.7	68.4	84.8	48.5	66.7	70.9	73.7	77.8	74.3	86.2
NS	4.3	10.5	5.3	3.8	3.0	23.8	12.7	13.2	3.7	5.7	--
N	8.7	--	5.3	--	6.1	4.8	7.3	5.3	3.7	--	3.4
DN	--	--	--	--	3.0	--	--	--	--	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	12.6	9.5	11.0	11.6	7.4	11.0
Y	76.3	82.3	80.5	80.2	84.0	79.1
NS	8.1	6.4	8.4	5.9	7.4	8.4
N	3.0	1.8	--	2.2	1.2	1.6
DN	--	--	--	--	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	11.6	20.3	17.4	16.4	7.9	14.6	5.8	13.4	6.9	6.9	10.1
Y	81.4	75.4	78.3	79.1	86.8	78.0	83.9	73.1	87.9	84.3	81.0
NS	7.0	4.3	2.9	3.0	5.3	7.3	8.4	9.0	5.2	7.8	8.2
N	--	--	1.4	1.5	--	--	1.9	4.5	--	1.0	.7
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	12.7	15.5	6.5	10.8	10.4	12.9	9.3	12.5	--	11.4	18.8
Y	76.7	73.9	77.4	76.5	81.3	78.0	80.6	67.9	90.9	78.9	71.8
NS	9.3	9.9	14.5	9.8	7.5	9.1	10.2	17.9	9.1	9.8	9.4
N	1.3	.6	.8	2.9	.8	--	--	1.8	--	--	--
DN	--	--	.8	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	14.1	12.5	13.8	16.7	8.3	8.8	16.2
Y	83.7	83.3	81.0	83.3	91.7	76.5	79.4
NS	2.2	4.2	5.2	--	--	11.8	4.4
N	--	--	--	--	--	2.9	--
DN	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	12.7	3.6	17.8	23.4	16.1	13.8
Y	81.0	79.5	70.3	65.4	74.1	76.6
NS	4.8	13.3	11.0	10.3	7.7	8.5
N	1.7	3.6	.8	.9	2.1	1.1
DN	--	--	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	14.3	21.7	9.1	5.9	10.1	12.5	10.0	6.5	7.0
Y	81.0	78.3	87.9	82.4	79.0	72.5	86.0	80.4	79.1
NS	4.8	--	--	8.8	9.2	11.2	10.7	8.7	14.0
N	--	--	3.0	2.9	1.7	3.7	2.7	4.3	--
DN	--	--	--	--	--	--	.7	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	4.9	11.1	11.3	14.3	32.4
Y	81.7	81.5	79.2	78.6	64.9
NS	12.2	7.4	9.4	7.1	2.7
N	1.2	--	--	--	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	25.0	18.8	12.9	16.7	32.4	26.7	14.3	21.7	14.3	33.3
Y	75.0	75.0	83.9	72.2	56.8	13.3	85.7	65.2	85.7	61.9
NS	--	--	3.2	11.1	8.1	--	--	--	--	--
N	--	6.3	--	--	2.7	--	--	13.0	--	4.8
DN	--	--	--	--	--	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	23.8	15.4	11.4	18.2	26.7	6.9
Y	76.2	69.2	71.4	72.7	66.7	79.3
NS	--	15.4	17.1	9.1	6.7	13.8
N	--	--	--	--	--	--
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	11.2	25.8	20.2	20.8	27.6	1.6	--	11.3
Y	79.8	71.0	72.8	66.7	72.4	77.8	89.3	84.9
NS	5.6	--	5.3	8.3	--	11.1	5.4	3.8
N	1.1	--	1.8	--	--	9.5	5.4	--
DN	2.2	3.2	--	4.2	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	17.4	6.5	9.4	20.0	22.2	20.8	9.3	10.0	5.9	16.2
Y	78.3	89.1	81.3	77.8	69.8	72.9	86.0	83.3	91.2	83.8
NS	4.3	4.3	9.4	2.2	7.9	6.3	--	6.7	2.9	--
N	--	--	--	--	--	--	4.7	--	--	--
DN	--	--	--	--	--	--	--	--	--	--

TABLE 27

Module Knowledge Provision

22. Did the module help you fill gaps in your knowledge or ability to perform the competency without making you repeat what you already know?

(1) Yes, most of the time......(Most times)
(2) Yes, some of the time......(Some times)
(3) Yes, a few times...........(Few times)
(4) No.........................(No)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Most times	47.8	57.9	63.2	41.8	68.8	14.3	43.6	39.5	40.7	60.0	39.3
Some times	26.1	36.8	31.6	40.5	18.8	61.9	29.1	28.9	44.4	31.4	39.3
Few times	13.0	--	5.3	13.9	9.4	19.0	12.7	26.3	11.1	--	17.9
No	13.0	5.3	--	3.8	3.1	4.8	14.5	5.3	3.7	8.6	3.6

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Most times	32.6	49.3	46.5	46.1	22.0	31.3
Some times	36.3	30.3	40.6	33.1	41.5	34.4
Few times	20.0	14.0	9.0	12.7	22.0	21.9
No	11.1	6.3	3.9	8.1	14.6	12.5

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Most times	36.4	50.0	44.8	38.8	50.0	43.9	35.8	38.8	41.4	40.2	35.2
Some times	29.5	33.8	39.1	32.8	26.3	34.1	35.8	38.8	46.6	40.2	39.6
Few times	18.2	13.2	10.1	23.9	11.1	12.2	21.8	11.9	12.1	18.6	17.8
No	15.8	2.9	5.8	4.5	2.6	9.8	6.4	10.4	--	1.0	7.4

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Most times	46.0	34.8	24.0	33.3	57.8	47.8	34.9	29.1	26.1	40.7	32.9
Some times	34.0	34.2	32.0	40.2	39.4	30.6	33.9	29.1	26.1	33.3	34.1
Few times	13.3	21.7	35.2	16.7	15.8	17.9	18.3	25.5	39.1	17.9	21.2
No	6.7	9.3	8.8	9.8	7.1	3.7	11.9	16.4	8.7	8.1	11.8

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Most times	49.5	43.7	35.6	50.0	57.1	42.4	33.8
Some times	23.1	28.2	32.2	33.3	28.6	33.3	36.8
Few times	18.7	22.5	25.4	8.3	14.3	12.1	22.1
No	8.8	5.6	6.8	8.3	--	12.1	7.4

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Most times	46.8	37.3	52.5	52.8	49.3	57.5
Some times	38.7	28.9	32.2	27.8	32.4	28.1
Few times	11.3	22.9	11.9	13.0	12.7	22.9
No	3.2	10.8	3.4	6.5	5.6	11.5

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Most times	38.1	43.5	54.5	14.7	23.7	31.6	26.7	37.8	34.9
Some times	42.9	17.4	39.4	50.0	36.4	31.6	34.0	37.8	41.9
Few times	19.0	26.1	6.1	26.5	26.3	15.2	20.0	17.8	18.6
No	--	13.0	--	8.8	13.6	21.5	19.3	6.7	4.7

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Most times	41.5	51.9	35.8	46.4	
Some times	47.6	40.7	52.8	41.1	36.8
Few times	7.3	7.4	5.7	10.7	50.0
No	3.7	--	5.7	1.8	13.2
					--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Most times	56.5	29.4	43.3	27.8	48.6	53.3	42.9	30.4	42.9	38.1
Some times	34.8	23.5	26.7	38.9	32.4	46.7	39.3	43.5	21.4	23.8
Few times	8.7	35.3	30.0	22.2	10.8	--	10.7	17.4	21.4	28.6
No	--	11.8	--	11.1	8.1	--	7.1	8.7	14.3	9.5

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Most times	59.5	46.2	31.4	30.3	53.3	27.6
Some times	28.6	38.5	28.6	27.3	40.0	34.5
Few times	4.8	11.5	31.4	24.2	6.7	24.1
No	7.1	3.8	8.6	18.2	--	13.8

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Most times	22.5	48.4	40.0	29.2	65.5	44.4	30.4	39.6
Some times	39.3	32.3	36.5	41.7	27.6	27.0	42.9	43.4
Few times	20.2	9.7	15.7	16.7	6.9	19.0	23.2	17.0
No	18.0	9.7	7.8	12.5	--	9.5	3.6	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Most times	52.5	48.9	30.0	35.6	43.5	45.8	44.2	55.2	35.3	43.2
Some times	39.1	23.4	43.3	48.9	38.7	35.4	39.5	27.6	41.2	35.1
Few times	8.7	25.5	20.0	13.3	12.9	16.7	14.0	10.3	17.6	18.9
No	--	2.1	6.7	2.2	4.8	2.1	2.3	6.9	5.9	2.7

TABLE 28

Relevance of Module Information

23. Is the information in the module relevant to your profeesional development?

(1) Definitely yes..................(DY)
(2) Yes.............................(Y)
(3) Not sure........................(NS)
(4) No..............................(N)
(5) Definitely no...................(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	39.1	31.6	42.1	31.6	54.5	27.3	21.4	27.5	29.6	37.1	13.8
Y	43.5	47.4	52.6	50.6	33.3	68.2	50.0	55.0	55.6	51.4	65.5
NS	8.7	21.1	5.3	16.5	9.1	--	8.9	12.5	11.1	8.6	17.2
N	4.3	--	--	1.3	3.0	4.5	16.1	5.0	3.7	2.9	3.4
DN	8.7	--	--	--	--	--	3.6	--	--	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	20.7	34.4	30.3	27.5	17.5	15.1
Y	60.7	56.1	60.0	61.3	72.5	68.2
NS	12.6	8.6	5.8	8.3	5.0	12.5
N	5.2	.9	3.2	2.2	3.7	3.6
DN	.7	--	.6	.7	1.2	.5

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	34.1	33.3	23.4	25.4	36.8	14.3	20.0	22.7	20.7	22.5	24.6
Y	56.8	60.9	57.8	64.2	57.9	69.0	67.1	65.2	74.1	66.7	64.7
NS	2.3	2.9	9.4	6.0	2.6	7.1	9.7	6.1	5.2	9.8	7.7
N	4.5	1.4	9.4	4.5	2.6	9.5	3.2	6.1	--	1.0	2.2
DN	2.3	1.4	--	--	--	--	--	--	--	--	.7

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	33.6	24.8	25.0	20.4	27.0	37.3	31.2	16.1	17.4	21.1	17.9
Y	59.1	64.6	59.7	72.8	63.9	50.7	58.7	64.3	65.2	66.7	70.2
NS	3.4	7.5	12.1	3.9	6.6	7.5	7.3	14.3	8.7	7.3	8.3
N	4.0	3.1	2.4	2.9	2.5	4.5	2.8	3.6	8.7	4.9	3.6
DN	--	--	.8	--	--	--	--	1.8	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	20.4	20.8	11.9	16.7	21.4	14.3	16.2
Y	71.0	70.8	86.4	79.2	78.6	62.9	70.6
NS	5.4	5.6	1.7	4.2	--	20.0	11.8
N	3.2	2.8	--	--	--	--	1.5
DN	--	--	--	--	--	2.9	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	33.3	20.2	37.1	37.0	38.9	36.5
Y	50.8	64.3	57.8	50.9	52.8	52.1
NS	12.7	7.1	3.4	11.1	5.6	9.4
N	1.6	8.3	1.7	.9	2.8	2.1
DN	1.6	--	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	23.8	41.7	24.2	14.3	17.6	15.0	24.0	15.7	17.4
Y	66.7	50.0	69.7	82.9	54.6	60.0	63.3	75.6	76.1
NS	9.5	8.3	6.1	2.9	10.9	8.7	8.0	6.7	6.5
N	--	--	--	--	13.4	12.5	4.0	2.2	--
DN	--	--	--	--	3.4	3.7	.7	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	20.7	34.6	30.2	23.2	44.7
Y	67.1	61.5	60.4	71.4	50.0
NS	8.5	3.8	9.4	5.4	5.3
N	3.7	--	--	--	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	37.5	23.5	35.5	33.3	37.8	40.0	35.7	39.1	42.9	28.6
Y	41.7	64.7	54.8	38.9	51.4	53.3	60.7	39.1	57.1	61.9
NS	16.7	11.8	9.7	22.2	5.4	6.7	3.6	17.4	--	4.8
N	4.2	--	--	5.6	5.4	--	--	--	--	4.8
DN	--	--	--	--	--	--	--	4.3	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	50.0	26.9	22.9	21.2	43.3	31.0
Y	40.5	65.4	60.0	72.7	50.0	62.1
NS	9.5	7.7	11.4	3.0	3.3	--
N	--	--	5.7	3.0	3.3	--
DN	--	--	--	--	--	6.9

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	27.0	43.3	32.2	34.8	58.6	30.2	10.7	20.4
Y	56.2	50.0	53.9	43.5	41.4	68.3	87.5	79.6
NS	9.0	--	12.2	4.3	--	1.6	--	--
N	6.7	6.7	1.7	13.0	--	--	1.8	--
DN	1.1	--	--	4.3	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	35.6	28.3	35.5	28.9	35.5	31.9	23.8	26.7	14.7	27.0
Y	55.6	63.0	58.1	66.7	62.9	61.7	73.8	63.3	73.5	67.6
NS	6.7	2.2	3.2	2.2	--	4.3	2.4	6.7	11.8	5.4
N	2.2	6.5	3.2	2.2	1.6	2.1	--	3.3	--	--
DN	--	--	--	--	--	--	--	--	--	--

TABLE 29

Presence of Bias

24. Does the module contain any flagrant bias (e.g., economic, ethnic, racial, sexual or cultural bias)?

(1) No.............(No)
(2) Yes............(Yes)

CATEGORY A: PROGRAM PLANNING DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
No	100.0	94.7	100.0	100.0	97.0	100.0	98.1	100.0	100.0	97.1	100.0
Yes	--	5.3	--	--	3.0	--	1.9	--	--	2.9	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
No	100.0	99.1	98.7	99.0	96.3	98.4
Yes	--	.9	1.3	1.0	3.7	1.6

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
No	100.0	95.7	94.1	98.5	100.0	100.0	99.4	96.9	100.0	98.0	98.1
Yes	--	4.3	5.9	1.5	--	--	.6	3.1	--	2.0	1.9

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
No	98.6	96.9	100.0	98.0	99.2	99.2	97.2	98.2	100.0	98.3	98.8
Yes	1.4	3.1	--	2.0	.8	.8	2.8	1.8	--	1.7	1.2

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
No	100.0	100.0	100.0	96.0	100.0	97.1	95.5
Yes	--	--	--	4.0	--	2.9	4.5

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
No	91.9	97.6	98.3	98.1	97.9	98.9
Yes	8.1	2.4	1.7	1.9	2.1	1.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
No	85.0	91.7	96.9	100.0	98.3	93.8	96.6	100.0	97.7
Yes	15.0	8.3	3.1	--	1.7	6.2	3.4	--	2.3

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
No	93.9	88.5	94.2	92.7	97.4
Yes	6.1	11.5	5.8	7.3	2.6

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
No	100.0	100.0	100.0	100.0	97.3	100.0	96.4	95.7	100.0	100.0
Yes	--	--	--	--	2.7	--	3.6	4.3	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
No	100.0	100.0	100.0	100.0	96.7	96.6
Yes	--	--	--	--	3.3	3.4

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
No	100.0	100.0	98.2	100.0	100.0	100.0	100.0	100.0
Yes	--	--	1.8	--	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
No	95.6	95.7	100.0	100.0	98.4	100.0	100.0	100.0	100.0	94.6
Yes	4.4	4.3	--	--	1.6	--	--	--	--	5.4

TABLE 30

Usefulness of Feedback

25. Did the feedback provided at the end of each learning experience keep you well informed about your progress?

(1) Definitely yes.........(DY)
(2) Yes....................(Y)
(3) Not sure...............(NS)
(4) No.....................(N)
(5) Definitely no..........(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	26.1	26.8	33.3	14.1	33.3	--	11.1	21.1	29.6	28.6	3.6
Y	65.2	47.4	50.0	66.7	57.6	68.2	68.5	57.9	59.3	57.1	67.9
NS	8.7	10.5	16.7	16.7	6.1	22.7	11.1	18.4	11.1	14.3	25.0
N	--	5.3	--	2.6	3.0	9.1	9.3	2.6	--	--	3.6
DN	--	--	--	--	--	--	--	--	--	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	16.1	22.2	21.9	14.6	12.2	13.7
Y	65.7	61.5	66.5	70.4	70.7	71.1
NS	15.3	13.6	8.4	11.6	12.2	10.0
N	2.9	2.7	3.2	3.0	4.9	4.2
DN	--	--	--	.5	--	1.1

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	14.0	20.0	10.1	16.4	15.8	16.7	12.9	18.2	6.9	9.8	13.0
Y	67.4	62.9	72.5	70.1	63.2	71.4	65.2	56.1	86.2	77.5	69.1
NS	16.3	14.3	13.0	10.4	18.4	11.9	18.7	22.7	5.2	12.7	14.5
N	2.3	2.9	4.3	3.0	2.6	--	3.2	3.0	1.7	--	3.3
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	17.6	14.9	7.4	15.7	14.6	22.9	10.9	8.9	8.7	7.3	22.6
Y	70.3	65.2	69.7	69.6	71.7	59.5	66.4	50.0	60.9	72.4	57.1
NS	9.5	11.8	18.0	9.8	10.4	13.7	18.2	26.8	21.7	17.1	16.7
N	2.7	8.1	4.9	4.9	3.3	3.8	4.5	14.3	8.7	3.3	3.6
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	13.0	23.6	16.9	12.5	15.4	11.4	19.1
Y	70.7	63.9	72.9	79.2	76.9	62.9	58.8
NS	13.0	9.7	8.5	8.3	7.7	17.1	16.2
N	3.3	2.8	1.7	--	--	8.6	5.9
DN	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	11.3	3.6	23.5	31.5	19.4	14.7
Y	77.4	71.4	60.0	50.9	63.9	67.4
NS	9.7	20.2	13.9	15.7	13.2	13.7
N	1.6	2.4	1.7	1.9	3.5	4.2
DN	--	2.4	.9	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	28.6	20.8	27.3	5.7	11.8	12.3	12.0	11.6	15.6
Y	57.1	54.2	60.6	71.4	63.9	69.1	62.7	60.5	66.7
NS	9.5	20.8	12.1	20.0	16.8	12.3	19.3	25.6	17.8
N	4.8	4.2	--	2.9	7.6	6.2	6.0	2.3	--
DN	--	--	--	--	--	--	--	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	12.3	18.5	22.6	20.0	26.8
Y	74.1	77.8	69.8	72.7	57.9
NS	9.9	3.7	7.5	5.8	5.3
N	3.7	--	--	1.8	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	41.7	23.5	12.9	17.6	10.8	6.7	25.0	21.7	21.4	38.1
Y	45.8	47.1	80.6	47.1	70.3	66.7	71.4	69.6	71.4	47.6
NS	12.5	5.9	--	35.3	13.5	26.7	3.6	8.7	7.1	14.3
N	--	23.5	6.5	--	2.7	--	--	--	--	--
DN	--	--	--	--	2.7	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	31.0	15.4	14.3	15.2	36.7	18.5
Y	57.1	69.2	74.3	60.6	60.0	66.7
NS	11.9	7.7	2.9	12.1	3.3	7.4
N	--	7.7	8.6	12.1	--	7.4
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	17.2	20.0	22.6	20.8	31.0	9.7	10.7	15.1
Y	57.5	73.3	57.4	66.7	51.7	71.0	80.4	77.4
NS	20.7	--	12.2	8.3	17.2	16.1	7.1	7.5
N	4.6	6.7	7.0	--	--	3.2	1.8	--
DN	--	--	.9	4.2	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	26.7	17.0	30.0	17.8	23.8	23.4	11.9	23.3	14.7	21.6
Y	51.1	72.3	60.0	66.7	61.9	68.1	76.2	73.3	67.6	75.7
NS	20.0	8.5	6.7	13.3	12.7	8.5	11.9	3.3	14.7	2.7
N	2.2	2.1	3.3	2.2	1.6	--	--	--	2.9	--
DN	--	--	--	--	--	--	--	--	--	--

TABLE 31

Organization of Module Format

26. Was the format of the module well organized?

(1) Definitely yes...............(DY)
(2) Yes..........................(Y)
(3) Not sure.....................(NS)
(4) No...........................(N)
(5) Definitely no................(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	43.5	36.8	31.6	15.2	42.4	4.5	10.7	18.4	22.2	31.4	6.9
Y	47.8	52.6	57.9	74.7	45.5	77.3	69.6	81.6	70.4	60.0	82.8
NS	4.3	10.5	5.3	8.9	9.1	--	10.7	--	--	5.7	6.9
N	4.3	--	5.3	--	3.0	13.6	7.1	--	3.7	2.9	3.4
DN	--	--	--	1.3	--	--	1.8	--	3.7	--	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	15.3	16.4	17.4	17.2	9.9	10.5
Y	77.4	75.0	74.2	74.4	82.7	80.0
NS	6.6	7.7	7.1	6.4	7.4	6.3
N	.7	.9	.6	1.7	--	3.2
DN	--	--	.6	.2	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	20.9	21.4	11.6	20.9	23.7	19.0	14.2	13.4	6.9	9.8	15.9
Y	76.7	67.1	79.7	70.1	68.4	76.2	74.8	74.6	87.9	84.3	78.6
NS	2.3	11.4	5.8	7.5	7.9	4.8	10.3	7.5	5.2	5.9	4.4
N	--	--	2.9	1.5	--	--	.6	4.5	--	--	1.1
DN	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	17.4	15.1	13.7	15.5	17.4	20.5	11.9	20.0	8.7	12.2	21.4
Y	74.5	73.6	73.4	79.6	75.9	69.7	77.1	61.8	73.9	79.7	70.2
NS	8.1	10.1	11.3	2.9	5.8	9.8	10.1	14.5	17.4	7.3	8.3
N	--	.6	1.6	1.9	.8	--	.9	3.6	--	.8	--
DN	--	.6	--	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	15.1	20.8	19.0	16.7	7.1	8.8	17.6
Y	81.7	70.8	77.6	83.3	92.9	64.7	76.5
NS	3.2	8.3	3.4	--	--	20.6	5.9
N	--	--	--	--	--	5.9	--
DN	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	22.2	11.9	22.0	31.5	22.2	15.6
Y	66.7	70.2	68.6	60.2	70.8	68.8
NS	9.5	15.5	7.6	6.5	6.9	14.6
N	1.6	2.4	1.7	1.9	--	1.0
DN	--	--	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	33.3	29.2	18.2	8.6	13.4	11.1	11.9	4.5	8.7
Y	61.9	70.8	81.8	82.9	74.8	72.8	77.5	84.1	78.3
NS	4.8	--	--	5.7	9.2	14.8	8.6	11.4	13.0
N	--	--	--	--	2.5	1.2	2.0	--	--
DN	--	--	--	--	--	--	--	--	--

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	9.8	18.5	15.1	14.3	42.1
Y	85.4	79.8	79.2	83.9	55.3
NS	4.9	3.7	5.7	--	2.6
N	--	--	--	1.8	--
DN	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	45.8	29.4	12.9	22.2	27.0	20.0	21.4	17.4	14.3	33.3
Y	54.2	64.7	83.9	72.2	67.6	80.0	67.9	82.6	85.7	57.1
NS	--	5.9	--	5.6	2.7	--	7.1	--	--	4.8
N	--	--	3.2	--	2.7	--	3.6	--	--	4.8
DN	--	--	--	--	--	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	31.0	15.4	11.4	6.1	36.7	10.3
Y	66.7	73.1	74.3	81.8	63.3	82.8
NS	2.4	11.5	14.3	9.1	--	6.9
N	--	--	--	3.0	--	--
DN	--	--	--	--	--	--

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	13.3	36.7	20.0	20.8	41.4	11.1	10.7	11.3
Y	77.8	63.3	74.8	70.8	55.2	87.3	85.7	84.9
NS	6.7	--	4.3	4.2	3.4	1.6	3.6	3.8
N	2.2	--	.9	--	--	--	--	--
DN	--	--	--	4.2	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	32.6	14.9	19.4	20.0	23.8	21.3	9.3	13.8	8.8	21.6
Y	60.9	80.9	71.0	80.0	68.3	72.3	83.7	79.3	91.2	78.4
NS	6.5	4.3	9.7	--	7.9	4.3	7.0	6.9	--	--
N	--	--	--	--	--	2.1	--	--	--	--
DN	--	--	--	--	--	--	--	--	--	--

TABLE 32

Reactions to Symbols

27. How did you feel about the symbols used to indicate the objectives, learning activities, etc. within the module? (Check all that apply)

(1) They were helpful..........(Helpful)
(2) They were not helpful......(Not helpful)
(3) They were interesting......(Interesting)
(4) They were not interesting..(Not interesting)
(5) I liked them...............(Liked them)
(6) I disliked them............(Disliked them

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Helpful	40.9	50.0	44.4	39.2	29.0	45.0	52.8	48.6	59.3	45.5	50.0
Not helpful	18.2	--	--	18.9	22.6	20.0	22.6	20.0	7.4	9.1	11.5
Interesting	54.5	50.0	50.0	33.8	51.6	25.0	28.3	25.7	37.0	36.4	26.9
Not interesting	9.1	5.6	5.6	12.2	9.7	10.0	11.3	8.6	11.1	12.1	11.5
Liked them	22.7	16.7	16.7	16.2	22.6	10.0	15.1	17.1	7.4	12.1	15.4
Disliked them	4.5	--	--	8.1	--	10.0	1.9	2.9	37.1	9.1	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Helpful	48.5	49.3	51.0	50.3	44.9	44.7
Not helpful	11.4	15.3	12.9	13.1	17.9	14.9
Interesting	31.8	30.7	29.9	33.7	33.3	34.0
Not interesting	10.6	8.4	10.2	8.5	11.5	11.2
Liked them	15.2	17.7	12.2	18.3	12.8	15.4
Disliked them	6.8	5.1	7.5	6.5	7.7	5.9

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Helpful	43.2	50.8	46.3	52.3	48.6	55.0	48.0	35.9	47.4	47.4	47.9
Not helpful	13.6	12.3	9.0	6.2	16.2	15.0	15.1	18.8	8.8	10.3	11.7
Interesting	43.2	30.8	25.4	32.3	21.6	22.5	32.9	28.1	38.6	35.1	33.6
Not interesting	9.1	9.2	9.0	9.2	13.5	5.0	9.2	14.1	7.0	9.3	10.6
Liked them	22.7	12.3	14.9	15.4	21.6	22.5	19.7	12.5	12.3	19.6	21.1
Disliked them	6.8	3.1	10.4	6.2	8.1	--	4.6	9.4	1.8	4.1	4.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Helpful	49.7	49.3	36.6	44.6	49.1	53.1	44.2	34.5	30.4	56.7	50.0
Not helpful	11.6	15.8	17.9	16.8	10.3	15.4	9.6	14.5	26.1	12.5	15.5
Interesting	38.1	27.0	33.3	31.7	35.9	35.4	40.4	34.5	17.4	29.2	27.4
Not intersting	5.4	13.8	10.6	10.9	6.8	8.5	5.8	14.5	13.0	8.3	8.3
Liked them	21.1	15.8	9.8	14.9	20.9	13.8	18.3	14.5	17.4	12.5	19.0
Disliked them	4.1	9.2	8.9	10.9	5.1	3.8	1.9	10.9	13.0	5.0	6.0

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Helpful	58.1	59.2	56.1	68.2	64.3	33.3	50.7
Not helpful	7.5	8.5	10.5	13.6	7.1	27.3	17.9
Interesting	34.4	31.0	29.8	27.3	14.3	30.3	28.4
Not interesting	8.6	2.8	10.5	4.5	--	6.1	9.0
Liked them	15.1	16.9	14.0	18.2	28.6	15.2	6.0
Disliked them	4.3	7.0	7.0	4.5	7.1	3.0	4.5

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Helpful	49.2	37.0	54.3	50.5	45.4	45.4
Not helpful	21.3	18.5	11.5	7.8	14.9	14.9
Interesting	29.5	27.2	31.9	44.7	34.8	34.8
Not interesting	4.9	19.8	9.7	8.7	7.8	7.8
Liked them	13.1	12.3	20.4	13.6	19.9	19.9
Disliked them	1.6	7.4	.9	1.9	2.1	2.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Helpful	38.1	34.8	59.4	46.9	47.1	59.0	46.3	60.5	45.5
Not helpful	14.3	13.0	--	9.4	11.8	9.0	15.0	7.9	9.1
Interesting	38.1	52.2	37.5	43.8	35.3	29.5	27.2	28.9	31.8
Not interesting	4.8	4.3	6.3	3.1	5.9	7.7	12.9	5.3	11.4
Liked them	14.3	4.3	18.8	12.5	8.4	6.4	11.6	15.8	13.6
Disliked them	4.8	4.3	--	6.3	8.4	7.7	7.5	--	2.3

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Helpful	50.6	63.0	53.8	61.8	63.2
Not helpful	15.2	3.7	9.6	3.6	--
Interesting	24.1	37.0	46.2	36.4	42.1
Not interesting	11.4	--	5.8	--	--
Liked them	15.2	25.9	19.2	21.8	21.1
Disliked them	1.3	--	--	1.8	2.6

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Helpful	47.8	52.9	51.7	26.7	40.0	53.3	71.4	68.2	42.9	40.0
Not helpful	13.0	5.9	24.1	13.3	11.4	6.7	7.1	4.5	14.3	5.0
Interesting	52.5	35.3	27.6	46.7	37.1	20.0	39.3	22.7	42.9	30.0
Not interesting	13.0	23.5	3.4	13.3	14.3	20.0	--	13.6	21.4	5.0
Liked them	30.4	29.4	10.3	20.0	22.9	13.3	25.0	36.4	21.4	25.0
Disliked them	4.3	--	--	13.3	--	--	--	4.5	--	15.0

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Helpful	52.5	46.2	31.4	32.3	53.3	17.9
Not helpful	15.0	7.7	14.3	19.4	16.7	14.3
Interesting	40.0	19.2	34.3	35.5	43.3	39.3
Not interesting	--	11.5	14.3	12.9	10.0	17.9
Liked them	22.5	15.4	17.1	16.1	16.7	17.9
Disliked them	2.5	7.7	11.4	12.9	3.3	14.3

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Helpful	46.6	34.5	45.9	58.3	37.9	51.7	45.5	55.8
Not helpful	10.2	20.7	12.8	16.7	20.7	18.3	20.0	21.2
Interesting	31.8	37.9	38.5	29.2	37.9	38.3	30.9	23.1
Not interesting	10.2	10.3	8.3	4.2	13.8	11.7	16.4	13.5
Liked them	15.9	17.2	13.5	41.7	20.7	30.0	16.4	26.9
Disliked them	4.5	--	1.8	8.3	3.4	1.7	3.6	1.9

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Helpful	39.1	57.4	71.0	46.7	51.6	47.8	61.9	58.6	33.3	43.2
Not helpful	23.9	10.6	9.7	15.6	14.5	15.2	19.0	13.8	24.2	27.0
Interesting	45.7	29.8	29.0	37.8	35.5	28.3	21.4	13.8	36.4	24.3
Not interesting	4.3	2.1	--	8.9	3.2	4.3	9.5	3.4	15.2	5.4
Liked them	23.9	25.5	12.9	24.4	14.5	17.4	9.5	24.1	12.1	16.2
Disliked them	4.3	--	3.2	--	4.8	--	2.4	--	9.1	--

TABLE 33

Reactions to Illustrations

28. How helpful were the illustrations?

(1) Very helpful............(VH)
(2) Helpful.................(H)
(3) Of limited help.........(LH)
(4) Of no help..............(NH)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
VH	8.7	55.6	61.1	11.0	9.7	18.2	14.5	25.6	22.2	34.3	19.2
H	41.8	33.3	33.3	38.4	38.7	50.0	43.6	46.2	59.3	60.0	53.8
LH	43.5	--	5.6	39.7	38.7	27.3	38.2	20.5	14.8	5.7	19.2
NH	--	11.1	--	11.0	12.9	4.5	3.6	7.7	3.7	--	7.7

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
VH	22.0	27.1	28.3	24.1	19.5	16.2
H	56.1	50.5	50.7	50.6	5.0	55.1
LH	18.9	19.2	14.5	20.1	24.4	21.1
NH	3.0	3.3	6.6	5.2	6.1	7.6

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
VH	9.3	13.8	13.4	17.2	17.1	9.8	17.3	13.8	17.5	20.6	14.6
H	53.5	52.3	43.3	62.5	48.6	56.1	50.0	46.2	43.9	49.0	51.9
LH	27.9	30.8	29.9	18.8	31.4	31.7	29.5	21.5	33.3	28.4	29.5
NH	9.3	3.1	13.4	1.6	2.9	2.4	3.2	18.5	5.3	2.0	4.1

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
VH	14.9	15.3	9.7	11.2	17.2	20.8	11.2	9.1	8.7	23.0	27.5
H	54.6	48.6	47.8	55.1	51.1	56.9	56.1	43.6	52.2	61.5	45.0
LH	24.8	27.8	34.5	26.5	26.0	18.5	27.1	34.5	39.1	13.1	26.2
NH	5.7	8.3	8.0	7.1	5.7	3.8	5.6	12.7	--	2.5	1.2

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
VH	27.5	25.4	27.1	8.7	21.4	17.6	16.4
H	45.0	62.0	54.2	69.6	64.3	52.9	50.7
LH	26.2	9.9	15.3	21.7	14.3	26.5	29.9
NH	1.2	2.8	3.4	--	--	2.9	3.0

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
VH	20.3	16.0	25.2	26.0	26.1	17.9
H	61.0	53.1	52.2	44.2	44.2	43.2
LH	18.6	24.7	17.4	19.2	23.2	30.5
NH	--	6.2	5.2	10.6	6.5	8.4

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
VH	21.1	18.2	25.9	14.7	9.5	15.8	10.5	26.8	18.2
H	52.6	50.0	59.3	55.9	49.1	47.4	49.0	65.9	56.8
LH	21.1	27.3	11.1	29.4	31.0	25.0	31.5	7.3	22.7
NH	5.3	4.5	3.7	--	10.3	11.8	9.1	--	2.3

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
VH	15.2	14.8	17.6	35.7	26.3
H	45.6	66.7	56.9	46.4	57.9
LH	31.6	18.5	21.6	12.5	15.8
NH	7.6	--	3.9	5.4	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
VH	20.8	41.2	20.0	5.9	8.1	20.0	14.8	34.8	14.3	19.0
H	45.8	35.3	36.7	64.7	54.1	66.7	44.4	26.1	50.0	47.6
LH	16.7	11.8	26.7	29.4	27.0	6.7	25.9	26.1	28.6	23.8
NH	16.7	11.8	16.7	--	10.8	6.7	14.8	13.0	7.1	9.5

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
VH	11.9	19.2	11.8	21.2	30.0	13.8
H	50.0	46.2	38.2	30.3	33.3	34.5
LH	33.3	34.6	26.5	21.2	26.7	31.0
NH	4.8	--	23.5	27.3	1.0	20.7

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
VH	20.7	20.0	23.7	20.8	17.2	30.6	21.4	14.8
H	37.9	56.7	43.0	45.8	48.3	46.8	51.8	59.3
LH	20.7	16.7	25.4	20.8	27.6	12.9	16.1	18.5
NH	20.7	6.7	7.9	12.5	6.9	9.7	10.7	7.4

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
VH	30.4	19.1	29.0	29.5	22.6	31.9	20.9	17.2	12.1	16.7
H	47.8	59.6	51.6	61.4	56.5	40.4	58.1	58.6	54.5	50.0
LH	15.2	14.9	19.4	6.8	16.1	23.4	14.0	13.8	24.2	27.8
NH	6.5	6.4	--	2.3	4.8	4.3	7.0	10.3	9.1	5.6

TABLE 34

Reactions to Color Coding

29. How helpful to you was the color coding of each learning experience?

(1) Very helpful..........(VH)
(2) Helpful...............(H)
(3) Of limited help.......(LH)
(4) Of no help............(NH)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
VH	30.4	50.0	27.8	9.1	18.8	18.2	23.2	25.6	18.5	25.7	14.3
H	47.8	44.4	50.0	54.5	56.3	40.9	41.1	35.9	63.0	57.1	46.4
LH	13.0	5.6	22.2	26.0	15.6	18.2	23.2	23.1	18.5	14.3	21.4
NH	8.7	--	--	10.4	9.4	22.7	12.5	15.4	--	2.9	17.9

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
VH	19.0	19.6	22.9	12.9	13.4	14.4
H	41.6	44.7	42.5	46.3	39.0	41.0
LH	28.5	23.3	20.3	29.6	34.1	33.0
NH	10.9	12.3	14.4	11.2	13.4	11.7

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
VH	22.7	16.4	22.1	14.1	21.1	20.0	19.2	13.6	20.7	9.8	12.2
H	40.9	46.3	30.9	53.1	39.5	50.0	46.8	43.9	48.3	45.1	45.4
LH	29.5	25.4	32.4	21.9	34.2	25.0	28.2	24.2	25.9	37.3	32.8
NH	6.8	11.9	14.7	10.9	5.3	5.0	5.8	18.2	5.2	7.8	9.6

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
VH	17.8	14.7	17.9	14.7	20.1	21.2	16.7	5.5	8.7	19.4	26.5
H	50.0	44.2	43.8	49.0	40.6	40.9	43.5	50.9	56.5	52.4	47.0
LH	24.7	32.7	26.0	31.4	30.8	28.8	29.6	36.4	21.7	22.6	16.9
NH	7.5	8.3	12.2	4.9	8.5	9.1	10.2	7.3	13.0	5.6	9.6

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
VH	15.7	23.2	25.0	25.0	28.6	17.6	20.6
H	58.4	49.3	42.9	41.7	42.9	35.3	41.2
LH	18.0	21.7	26.8	16.7	28.6	35.3	25.0
NH	7.9	5.8	5.4	16.7	--	11.8	13.2

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
VH	21.7	14.5	30.8	27.8	25.9	26.8
H	38.3	39.8	39.3	47.2	39.6	41.2
LH	30.0	31.3	19.7	18.5	26.6	21.6
NH	10.0	14.5	10.3	6.5	7.9	10.3

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
VH	14.3	12.5	9.4	11.8	14.5	12.5	10.2	14.6	21.4
H	61.9	54.2	59.4	41.2	48.7	50.0	48.3	56.1	40.5
LH	23.8	33.3	25.0	35.3	23.9	25.0	27.9	19.5	31.0
NH	--	--	6.3	11.8	12.8	12.5	13.6	9.8	7.1

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
VH	23.5	21.7	16.7	10.9	32.4
H	43.2	56.5	58.3	60.0	56.8
LH	25.9	21.7	18.8	25.5	10.8
NH	7.4	--	6.3	3.6	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
VH	39.1	17.6	35.7	5.9	27.0	26.7	17.9	8.7	15.4	19.0
H	39.1	58.8	46.4	35.3	43.2	60.0	75.0	39.1	46.2	57.1
LH	13.0	11.8	17.9	58.8	18.9	6.7	7.1	34.8	23.1	14.3
NH	8.7	11.8	--	--	10.8	6.7	--	17.4	15.4	9.5

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
VH	16.2	16.7	6.7	19.4	41.4	19.2
H	54.1	66.7	40.0	41.9	34.5	34.6
LH	24.3	12.5	13.3	12.9	13.8	30.8
NH	5.4	4.2	40.0	25.8	10.3	15.4

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
VH	15.5	20.7	23.0	13.0	17.9	7.5	7.8	14.6
H	32.1	44.8	46.0	60.9	50.0	52.8	54.9	50.0
LH	34.5	27.6	19.0	21.7	28.6	30.2	29.4	25.0
NH	17.9	6.9	12.0	4.3	3.6	9.4	7.8	10.4

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
VH	15.0	9.1	16.1	12.5	30.6	17.0	17.1	11.1	21.9	16.7
H	60.0	63.6	48.4	67.5	43.5	55.3	48.8	74.1	46.9	44.4
LH	20.0	20.5	29.0	12.5	21.0	19.1	24.4	11.1	25.0	19.4
NH	5.0	6.8	6.5	7.5	4.8	8.5	9.8	3.7	6.3	19.4

TABLE 35

Usefulness of Estimate of Performance

30. Did the estimate of performance form that you completed before starting this module help you assess your instructional needs?

(1) Yes..................... (Y)
(2) Not sure................ (NS)
(3) No...................... (N)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Y	34.8	47.4	66.7	69.6	78.8	40.9	48.2	35.1	65.4	45.7	55.2
NS	43.5	36.8	22.2	26.6	9.1	40.9	41.1	43.2	26.9	54.3	37.9
N	21.7	15.8	11.1	3.8	12.1	18.2	10.7	21.6	7.7	--	6.9

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Y	55.6	53.4	59.9	56.3	62.5	56.1
NS	30.8	32.0	31.6	31.9	23.7	29.6
N	13.5	14.6	8.6	11.8	13.7	14.3

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Y	72.7	63.2	56.1	63.1	50.0	52.4	63.9	55.2	68.3	55.9	58.7
NS	15.9	29.4	27.3	23.1	26.3	28.6	27.7	26.9	24.1	34.3	29.9
N	11.4	7.4	16.7	13.8	23.7	19.0	8.4	17.9	12.1	10.3	11.4

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Y	56.8	56.1	56.0	60.8	59.5	57.1	58.3	53.6	52.2	62.6	58.3
NS	28.1	26.8	28.0	24.5	29.5	29.3	29.6	35.7	21.7	25.2	23.8
N	15.1	17.2	16.0	14.7	11.0	13.5	12.0	10.7	26.1	12.2	17.9

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Y	13.0	63.4	69.0	58.3	78.6	55.9	53.0
NS	60.9	23.9	22.4	29.2	21.4	20.6	25.8
N	26.1	12.7	8.6	12.5	--	23.5	21.2

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Y	55.7	53.7	60.9	56.5	54.9	60.4
NS	32.8	34.1	27.8	27.8	31.7	26.0
N	11.5	12.2	11.3	15.7	13.4	13.5

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Y	55.0	52.2	62.5	27.1	50.0	66.7	52.7	50.0	62.8
NS	35.0	43.5	34.4	51.4	33.6	16.0	31.3	40.9	16.3
N	10.0	4.3	3.1	11.4	16.4	17.3	16.0	9.1	20.9

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Y	58.7	65.4	60.8	76.8	73.7
NS	32.0	34.6	31.4	19.6	26.3
N	9.3	--	7.8	3.6	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Y	65.2	52.9	48.4	41.2	57.1	53.3	66.7	34.8	78.6	71.4
NS	30.4	29.4	32.3	35.3	34.3	46.7	22.2	34.8	21.4	19.0
N	4.3	5.9	19.4	23.5	11.4	--	11.1	30.4	--	9.5

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Y	66.7	53.8	58.8	51.5	70.0	58.6
NS	26.2	26.9	26.5	36.4	26.7	31.0
N	7.1	19.2	14.7	12.1	3.3	10.3

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Y	56.2	70.0	53.0	37.5	62.1	67.2	72.7	69.8
NS	30.3	23.3	34.8	50.0	27.6	26.2	23.6	22.6
N	13.5	6.7	12.2	12.5	10.3	6.6	3.6	7.5

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Y	60.9	59.6	64.5	62.2	62.9	59.6	74.4	56.7	55.9	67.6
NS	32.6	31.9	22.6	22.2	25.8	27.7	18.6	36.7	32.4	16.2
N	6.5	8.5	12.9	15.6	11.3	15.2	7.0	6.7	11.8	16.2

TABLE 36

Module Vs. Traditional College Education Course Comparison

31. Compare your experience in completing this module with your traditional college education courses. Place a check (/) in the most appropriate space after each of the following items:

A. Generally more interesting:

(1) Module.............(Mod)
(2) Traditional........(Trad)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Mod	59.1	55.6	44.4	54.4	68.8	38.1	42.9	36.1	73.1	60.6	71.4
Trad	40.9	44.4	55.6	45.6	31.3	61.9	57.1	63.9	26.9	39.4	28.6

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Mod	54.2	58.9	61.6	51.7	40.0	51.9
Trad	47.6	41.1	38.4	48.3	60.0	48.1

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Mod	74.1	64.2	65.9	58.8	74.2	85.7	55.8	64.7	66.7	54.3	64.5
Trad	25.9	35.8	34.1	41.2	25.8	14.3	44.2	35.3	33.3	45.7	35.5

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Mod	66.2	43.2	41.7	54.3	60.6	59.4	65.2	47.2	44.4	62.7	65.7
Trad	33.8	56.8	58.3	45.7	39.4	40.6	34.8	52.8	55.6	37.3	34.3

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Mod	48.2	71.4	60.9	91.7	75.0	48.0	59.3
Trad	51.8	28.6	39.1	8.3	25.0	52.0	40.7

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Mod	57.1	50.0	59.7	59.6	59.4	56.8
Trad	42.9	50.0	40.3	40.4	40.6	43.2

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Mod	64.7	73.9	67.7	46.2	34.8	53.8	57.3	48.4	55.6
Trad	35.3	26.1	32.3	53.8	65.2	46.2	42.7	51.6	44.4

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Mod	67.2	81.0	74.4	82.2	87.1
Trad	32.8	19.0	25.6	17.8	12.9

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Mod	76.2	41.2	70.0	75.0	51.4	46.7	60.0	55.0	92.3	57.9
Trad	23.8	58.8	30.0	25.0	48.6	53.3	40.0	45.0	7.7	42.1

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Mod	71.8	64.0	54.5	46.9	84.0	48.0
Trad	28.2	36.0	45.5	53.1	16.0	52.0

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Mod	58.4	78.6	62.0	66.7	76.0	73.3	64.7	59.6
Trad	41.6	21.4	38.0	33.3	24.0	26.7	35.3	40.4

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Mod	59.0	79.5	69.6	78.1	77.8	66.7	71.1	68.2	50.0	66.7
Trad	41.0	20.5	30.4	21.9	22.2	33.3	28.9	31.8	50.0	33.3

B. Allows more personal contact to be made:

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Mod	45.5	35.3	36.8	27.3	50.0	14.3	29.8	21.6	36.0	30.0	28.6
Trad	54.5	64.7	63.2	72.7	50.0	85.7	70.2	78.4	64.0	70.0	71.4

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Mod	36.9	34.0	34.5	32.1	20.0	33.6
Trad	63.1	66.0	65.5	67.9	80.0	66.4

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Mod	55.6	49.0	57.5	57.9	55.6	66.7	39.1	69.2	61.5	32.6	47.5
Trad	44.4	51.0	42.5	42.1	44.4	33.3	60.9	30.8	38.5	67.4	52.5

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Mod	54.5	37.5	32.8	37.1	36.9	40.3	44.8	52.8	44.4	45.8	35.5
Trad	45.5	62.5	67.2	62.9	63.1	59.7	55.2	47.2	55.6	54.2	64.5

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Mod	34.5	41.7	50.0	41.7	75.0	48.0	37.0
Trad	65.5	58.3	50.0	58.3	25.0	52.0	63.0

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Mod	36.1	30.2	27.5	40.9	30.1	29.7
Trad	63.9	69.8	72.5	59.1	69.9	70.3

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Mod	22.2	27.3	28.6	42.3	36.2	51.3	43.8	30.3	36.1
Trad	77.8	72.7	71.4	57.7	63.8	48.7	56.2	69.7	63.9

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Mod	55.4	60.0	53.7	54.8	71.9
Trad	44.6	40.0	46.3	45.8	28.1

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Mod	40.9	17.6	27.6	62.5	32.4	40.0	55.0	40.0	38.5	36.8
Trad	59.1	82.4	72.4	37.5	67.6	60.0	45.0	60.0	61.5	63.2

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Mod	41.0	54.2	21.2	31.3	57.7	17.4
Trad	59.0	45.8	78.8	68.8	42.3	82.6

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Mod	44.0	53.8	33.7	47.8	25.0	58.6	34.7	3[illegible].6
Trad	56.0	46.2	66.3	52.2	75.0	41.4	65.3	60.4

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Mod	32.5	67.6	69.6	71.9	74.4	39.5	51.4	50.0	22.6	29.4
Trad	67.5	32.4	30.4	28.1	25.6	60.5	48.6	50.0	77.4	70.6

C. Activities are more motivating:

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Mod	70.0	57.9	38.9	54.7	75.9	42.1	52.2	32.4	50.0	71.0	52.6
Trad	30.0	42.1	61.1	45.3	24.1	57.9	47.8	67.6	50.0	29.0	47.4

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Mod	50.8	54.3	65.1	52.4	41.3	47.7
Trad	49.2	45.7	34.9	47.6	58.7	52.3

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Mod	84.0	64.0	59.0	70.6	74.1	60.0	59.8	75.5	64.0	63.6	70.3
Trad	16.0	36.0	41.0	29.4	25.9	40.0	40.2	24.5	36.0	36.4	29.7

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Mod	63.1	45.9	44.1	57.6	65.1	60.6	60.9	52.9	44.4	62.0	61.3
Trad	36.9	54.1	55.9	42.4	34.9	39.4	39.1	47.1	55.6	38.0	38.7

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Mod	44.6	78.3	77.3	81.8	100.0	52.0	62.5
Trad	55.4	21.7	22.7	18.2	--	48.0	37.5

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Mod	65.7	58.5	54.4	60.5	53.7	60.6
Trad	34.3	41.5	45.6	39.5	46.3	39.4

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Mod	66.7	75.0	61.5	41.7	31.9	46.2	54.0	48.0	41.7
Trad	33.3	25.0	38.5	58.3	68.1	53.8	46.0	52.0	58.3

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Mod	57.6	81.0	82.9	78.6	90.6
Trad	42.4	19.0	17.1	21.4	9.4

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Mod	73.7	53.3	53.6	87.5	60.0	34.7	68.4	63.2	83.3	68.4
Trad	26.3	46.7	46.4	12.5	40.0	64.3	31.6	36.8	16.7	31.6

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Mod	71.1	80.8	59.4	59.4	76.9	56.0
Trad	28.9	19.2	40.6	40.6	23.1	44.0

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Mod	61.4	76.0	58.5	60.9	72.7	70.2	60.4	57.4
Trad	38.6	24.0	41.5	39.1	27.3	29.8	39.6	42.6

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Mod	63.2	85.3	91.7	75.0	77.3	59.1	70.3	68.2	34.5	51.5
Trad	36.8	14.7	8.3	25.0	22.7	40.9	29.7	31.8	65.5	48.5

D. Allows more opportunity to work at your own pace:

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Mod	91.3	100.0	100.0	100.0	96.9	100.0	91.7	84.2	100.0	97.1	100.0
Trad	8.7	--	--	--	3.1	--	8.3	15.8	--	2.9	--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Mod	93.9	96.0	95.8	90.7	93.8	91.8
Trad	6.1	4.0	4.2	9.3	6.3	8.2

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Mod	92.6	92.6	97.6	100.0	100.0	87.5	90.3	90.6	96.3	95.7	87.9
Trad	7.4	7.4	2.4	--	--	12.5	9.7	9.4	3.7	4.3	12.1

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Mod	92.6	88.0	78.7	97.2	93.0	87.1	94.1	73.7	77.8	90.7	97.1
Trad	7.4	12.0	21.3	2.8	7.0	12.9	5.9	26.3	22.2	9.3	2.9

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Mod	97.1	91.4	100.0	100.0	100.0	88.0	96.2
Trad	2.9	8.6	--	--	--	12.0	3.8

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Mod	100.0	96.4	97.3	95.6	98.0	92.1
Trad	--	3.6	2.7	4.4	2.0	7.9

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Mod	100.0	100.0	93.9	81.5	75.5	84.6	86.4	94.4	78.9
Trad	--	--	6.1	18.5	24.5	15.4	13.6	5.6	21.1

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Mod	89.9	95.2	93.2	100.0	100.0
Trad	10.1	4.8	6.8	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Mod	100.0	94.1	100.0	100.0	94.6	100.0	100.0	100.0	100.0	94.7
Trad	--	5.9	--	--	5.4	--	--	--	--	5.3

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Mod	100.0	92.3	97.1	87.5	100.0	88.0
Trad	--	7.7	2.9	12.5	--	12.0

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Mod	84.4	100.0	97.2	95.8	100.0	98.4	96.2	94.0
Trad	15.6	--	2.8	4.2	--	1.6	3.8	6.0

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Mod	92.9	97.4	100.0	90.0	95.7	95.7	97.4	95.7	97.0	94.4
Trad	7.1	2.6	--	9.1	4.3	4.3	2.6	4.3	3.0	5.6

E. Provides greater variety of experience:

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Mod	52.2	57.9	44.4	50.9	65.6	36.8	56.5	34.3	46.2	32.3	65.0
Trad	47.8	42.1	55.6	49.1	34.4	63.2	43.5	65.7	53.8	67.7	35.0

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Mod	42.1	52.9	54.0	49.8	37.5	52.9
Trad	57.9	47.1	46.0	50.2	62.5	47.1

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Mod	84.0	61.5	64.1	61.1	65.4	66.7	65.5	74.5	78.3	60.0	65.8
Trad	16.0	38.5	35.9	38.9	34.6	33.3	34.5	25.5	21.7	40.0	34.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Mod	63.5	54.9	53.4	58.1	60.4	50.0	60.9	61.1	44.4	65.1	57.1
Trad	36.5	45.1	46.6	41.9	39.6	50.0	39.1	38.9	55.6	34.9	42.9

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Mod	54.5	79.2	80.0	91.7	50.0	52.0	56.5
Trad	45.5	20.8	20.0	8.3	50.0	48.0	43.5

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Mod	48.5	52.8	50.0	62.4	57.6	54.2
Trad	51.5	47.2	50.0	37.6	42.4	45.8

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Mod	64.7	52.4	57.7	28.0	39.6	46.2	53.5	48.4	47.2
Trad	35.3	47.6	42.3	72.0	60.4	53.8	46.5	51.6	52.8

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Mod	66.7	81.0	68.3	66.7	65.6
Trad	33.3	19.0	31.7	33.3	34.4

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Mod	44.4	56.3	69.0	50.0	54.1	46.7	55.0	64.7	81.8	57.9
Trad	55.6	43.8	31.0	50.0	45.9	53.3	45.0	35.3	18.2	42.1

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Mod	56.8	60.0	39.4	50.0	76.0	36.0
Trad	43.2	40.0	60.6	50.0	24.0	64.0

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Mod	53.4	65.4	47.9	47.6	78.3	70.2	54.0	58.7
Trad	46.6	34.6	52.1	52.4	21.7	29.8	46.0	41.3

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Mod	51.2	73.5	91.3	65.5	79.5	47.7	65.7	61.9	36.7	45.5
Trad	48.8	26.5	8.7	34.5	20.5	52.3	34.3	38.1	63.3	54.5

F. Helps achieve greater competence in teaching skills:

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Mod	57.9	72.2	62.5	57.4	77.8	22.2	60.0	35.3	56.0	65.5	70.6
Trad	42.1	27.8	37.5	42.6	22.1	77.8	40.0	64.7	44.0	34.5	29.4

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Mod	56.4	70.8	69.3	62.3	41.9	55.9
Trad	43.6	29.2	30.7	37.7	58.1	44.1

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Mod	87.0	76.6	77.1	82.4	83.3	87.5	73.3	76.0	72.5	74.4	84.1
Trad	13.0	23.4	28.9	17.6	16.7	12.5	26.7	24.0	27.5	25.6	15.9

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Mod	84.1	63.2	50.0	78.1	74.0	73.1	60.3	71.4	44.4	61.9	65.5
Trad	15.9	36.8	50.0	21.9	26.0	26.9	39.7	28.6	55.6	38.1	34.5

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Mod	52.8	91.7	77.3	80.0	100.0	52.0	78.3
Trad	47.2	8.3	22.7	20.0	--	48.0	21.7

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Mod	66.7	72.5	61.8	72.1	67.8	62.3
Trad	33.3	27.5	38.2	27.9	32.2	37.7

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Mod	75.0	61.9	46.4	56.0	47.9	55.3	55.0	51.7	55.9
Trad	25.0	38.1	53.6	44.0	52.1	44.7	45.0	48.3	44.1

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Mod	59.4	94.4	76.3	85.0	81.3
Trad	40.6	5.6	23.7	15.0	18.8

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Mod	88.9	60.0	75.0	66.7	62.9	50.0	73.7	35.7	75.0	63.2
Trad	11.1	40.0	25.0	33.3	37.1	50.0	26.3	64.3	25.0	36.8

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Mod	64.9	79.2	60.0	58.1	87.5	62.5
Trad	35.1	20.8	40.0	41.9	12.5	37.5

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9
Mod	53.6	77.8	55.2	56.5	70.8	67.9	62.5	66.7	68.6
Trad	46.4	22.2	44.8	43.5	29.2	32.1	37.5	33.3	31.4

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Mod	68.6	75.8	92.3	64.5	82.1	66.7	79.4	80.0	58.6	71.9
Trad	31.4	24.2	7.7	35.5	17.9	33.3	20.6	20.0	41.4	28.1

G. More efficient in use of time:

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Mod	73.9	93.8	80.0	54.4	68.8	38.1	77.8	66.7	84.6	87.1	85.0
Trad	26.1	6.3	20.0	45.6	31.3	61.9	22.2	33.3	15.4	12.9	15.0

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Mod	73.8	85.8	78.8	78.9	68.8	75.8
Trad	26.2	14.2	21.2	21.1	31.3	24.2

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Mod	85.2	78.8	80.0	94.1	86.2	100.0	79.1	83.0	80.0	74.4	80.8
Trad	14.8	21.2	20.0	5.9	13.8	--	20.9	17.0	20.0	25.6	19.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Mod	85.3	73.0	64.9	85.7	88.4	80.3	84.6	88.2	55.6	78.7	19.4
Trad	14.7	27.0	35.1	14.3	11.6	19.7	15.4	11.8	44.4	21.3	20.6

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Mod	75.0	84.0	90.9	84.6	100.0	80.0	84.6
Trad	25.0	16.0	9.1	15.4	--	20.0	15.4

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Mod	89.5	75.5	84.7	87.2	87.6	85.1
Trad	10.5	24.5	15.3	12.8	12.4	14.9

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Mod	94.4	86.4	82.8	72.0	55.1	65.8	66.7	48.4	78.4
Trad	5.6	13.6	17.2	28.0	44.9	34.2	33.3	51.6	21.6

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Mod	80.6	100.0	88.6	93.3	87.1
Trad	19.4	--	11.4	6.7	12.9

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Mod	76.2	76.5	82.8	75.0	88.9	78.6	100.0	85.0	91.7	57.9
Trad	23.8	23.5	17.2	25.0	11.1	21.4	--	15.0	8.3	42.1

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Mod	92.3	92.0	78.8	77.4	92.0	84.0
Trad	7.7	8.0	21.2	22.6	8.0	16.0

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Mod	67.6	92.3	90.1	87.5	92.3	86.2	86.0	85.7
Trad	32.4	7.7	9.9	12.5	7.7	13.8	14.0	14.3

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Mod	88.1	88.9	88.0	93.9	90.9	86.4	86.8	100.0	87.9	91.7
Trad	11.9	11.1	12.0	6.1	9.1	13.6	13.2	--	12.1	8.3

TABLE 37

Preferred Method of Instruction

32. Did you enjoy using this method of instruction more than conventional methods?

(1) Definitely yes............(DY)
(2) Yes.......................(Y)
(3) Not sure..................(NS)
(4) No........................(N)
(5) Definitely no.............(DN)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
DY	17.4	10.5	10.5	7.7	24.2	--	15.1	7.7	14.8	17.6	6.9
Y	34.8	21.1	26.3	41.0	48.5	18.2	35.8	33.3	55.6	44.1	58.6
NS	26.1	47.4	42.1	26.9	15.2	50.0	24.5	23.1	18.5	35.3	17.2
N	17.4	15.8	10.5	17.9	6.1	27.3	18.9	28.2	11.1	2.9	6.9
DN	4.3	5.3	10.5	6.4	6.1	4.5	5.7	7.7	--	--	10.3

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
DY	12.2	15.8	23.3	17.6	9.8	13.3
Y	41.3	45.9	39.7	41.0	35.4	41.7
NS	20.3	25.4	26.0	28.1	24.4	21.7
N	20.9	9.6	6.8	9.3	26.8	17.2
DN	5.2	3.3	4.1	4.0	3.7	6.1

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
DY	15.9	16.4	10.3	13.8	16.2	21.4	12.5	18.5	23.6	10.0	12.2
Y	47.7	47.8	50.0	50.8	56.8	50.0	46.1	46.2	56.4	53.0	49.4
NS	22.7	22.4	29.4	16.9	13.5	14.3	19.1	7.7	10.9	23.0	20.2
N	11.4	7.5	8.8	10.8	8.1	9.5	15.1	23.1	9.1	10.0	13.7
DN	2.3	6.0	1.5	7.7	5.4	4.8	7.2	4.6	--	4.0	4.6

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
DY	24.7	16.1	5.8	12.9	18.6	18.8	17.6	8.9	13.0	18.2	19.3
Y	45.9	38.1	33.1	49.5	50.4	44.5	38.0	39.3	34.8	43.9	39.8
NS	17.8	19.4	24.0	19.8	20.3	22.7	25.9	32.1	17.4	15.7	16.9
N	8.9	16.1	28.1	9.9	8.1	9.4	13.0	12.5	13.0	15.7	14.5
DN	2.7	10.3	9.1	7.9	2.5	4.7	5.6	7.1	21.7	7.4	9.6

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
DY	16.7	16.9	21.7	13.6	28.6	3.0	18.8
Y	28.9	43.7	41.7	68.2	42.9	39.4	43.8
NS	26.7	22.5	16.7	4.5	28.6	21.2	21.9
N	21.1	9.9	13.3	9.1	--	33.3	10.9
DN	6.7	7.0	6.7	4.5	--	3.0	4.7

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
DY	11.7	8.9	19.0	28.8	17.1	15.6
Y	46.7	41.8	33.6	36.5	40.7	31.3
NS	30.0	27.8	26.7	23.1	30.0	28.1
N	10.0	15.2	16.4	10.6	10.0	21.9
DN	1.7	6.3	4.3	1.0	2.1	3.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
DY	19.0	16.7	16.7	11.4	12.1	16.5	17.4	4.7	7.0
Y	38.1	41.7	43.3	37.1	36.2	44.3	34.2	39.5	37.2
NS	38.1	37.5	33.3	40.0	19.8	8.9	18.8	37.2	32.6
N	4.8	4.2	6.7	5.7	20.7	17.7	20.8	16.3	20.9
DN	--	--	--	5.7	11.2	12.7	8.7	2.3	2.3

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
DY	14.8	46.2	20.0	35.2	26.3
Y	42.0	42.3	48.0	46.3	63.2
NS	23.5	11.5	24.0	11.1	10.5
N	16.0	--	4.0	7.4	--
DN	3.7	--	4.0	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
DY	29.2	17.6	19.4	5.3	21.6	6.7	25.9	9.1	21.4	14.3
Y	45.8	35.3	51.6	31.6	24.3	46.7	55.6	54.5	50.0	33.3
NS	8.3	11.8	16.1	21.1	37.8	33.3	14.8	27.3	21.4	33.3
N	12.5	29.4	9.7	31.6	13.5	13.3	3.7	9.1	7.1	19.0
DN	4.2	5.9	3.2	10.5	2.7	--	--	--	--	--

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
DY	22.0	15.4	5.9	12.5	20.0	14.3
Y	46.3	57.7	38.2	40.6	53.3	25.0
NS	17.1	19.2	38.2	25.0	23.3	21.4
N	12.2	3.8	14.7	15.6	3.3	28.6
DN	2.4	3.8	2.9	6.3	--	10.7

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
DY	17.6	33.3	22.1	8.3	25.0	8.5	3.7	5.8
Y	30.8	43.3	35.4	50.0	57.1	55.9	53.7	51.9
NS	31.9	6.7	28.3	25.0	10.7	28.8	35.2	26.9
N	14.3	16.7	13.3	12.5	7.1	6.8	7.4	15.4
DN	5.5	--	.9	4.2	--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
DY	17.4	28.3	29.0	25.0	27.0	17.0	27.9	42.9	11.8	22.2
Y	45.7	56.5	54.8	54.5	46.0	42.6	39.5	46.4	50.0	47.2
NS	23.9	10.9	9.7	15.9	15.9	23.4	11.6	3.6	20.6	16.7
N	10.9	4.3	6.5	4.5	7.9	17.0	20.9	7.1	17.6	13.9
DN	2.2	--	--	66.7	3.2	--	--	--	--	--

APPENDIX K

Resource Person Feedback on Individual Modules
Tables 38-50

TABLE 38

Helpfulness of Activities in Acquiring Specified Competency

12. How helpful were the "activities" of the learning experiences in terms of acquiring the specified competency?

(1) Very Helpful.......... (VH)
(2) Helpful............... (H)
(3) Of Limited Help ...... (LH)
(4) Of No Help .... (NH)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
VH	--			33.3	60.0		75.0				100.0
H	75.0			50.0	20.0		--				--
LH	25.0			16.7	20.0		25.0				--
NH	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
VH	33.3	36.4	62.5	41.5	--	52.0
H	55.6	63.6	37.5	54.7	100.0	44.0
LH	11.1	--	--	3.8	--	4.0
NH	--	--	--	--	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
VH	57.1	70.0	33.3	19.4		30.0	25.5	15.4	100.0	41.7	40.0
H	42.9	30.0	50.0	74.2	60.0	70.0	60.8	84.6	--	58.3	55.6
LH	--	--	16.7	6.5	40.0	--	13.7	--	--	--	4.4
NH	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
VH	55.0	37.5	31.4	33.3	39.1	51.6	21.9	40.0	30.0	25.7	19.2
H	40.0	53.1	62.7	53.3	56.5	41.9	68.8	50.0	55.0	62.9	65.4
LH	5.0	6.3	5.9	13.3	4.3	6.5	9.4	10.0	15.0	11.4	15.4
NH	--	3.1	--	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
VH	29.0	70.0	42.9	57.1	50.0	71.4	15.4
H	58.1	30.0	57.1	42.9	25.0	14.3	65.4
LH	12.9	--	--	--	25.0	14.3	19.2
NH	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
VH	71.4	55.6	47.1	53.8	66.7	40.9
H	14.3	37.0	47.1	23.1	25.0	40.9
LH	14.3	7.4	5.9	23.1	8.3	18.2
NH	--	--	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
VH			50.0		62.5	37.5	43.8		
H			33.3		37.5	62.5	50.0		
LH			16.7		--	--	6.3		
NH			--		--	--	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
VH	44.4	33.3	25.0	20.0	50.0
H	55.6	33.3	75.0	80.0	50.0
LH	--	33.3	--	--	--
NH	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
VH		25.0	40.0	50.0	66.7	66.7		50.0	--	
H		75.0	60.0	50.0	33.3	33.3		50.0	66.7	
LH		--	--	--	--	--		--	33.3	
NH		--	--	--	--	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
VH	40.0	33.3	33.3	66.7		
H	60.0	66.7	66.7	33.3		
LH	--	--	--	--		
NH	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
VH	37.5	25.0	40.0		60.0	42.9	75.0	55.6
H	50.0	50.0	60.0		40.0	57.1	25.0	44.4
LH	12.5	25.0	--		--	--	--	--
NH	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
VH	75.0	66.7		33.3	50.0	50.0	66.7		66.7	100.0
H	25.0	33.3		66.7	50.0	50.0	33.3		33.3	--
LH	--	--		--	--	--	--		--	--
NH	--	--		--	--	--	--		--	--

TABLE 39

Helpfulness of Information Sheets

13. How helpful were the information sheets in terms of providing content important to achievement of the specified competency?

(1) Very Helpful .... (VH)
(2) Helpful .... (H)
(3) Of Limited Help ...... (LH)
(4) Of No Help .... (NH)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
VH	50.0			58.3	80.0		100.0				100.0
H	50.0			25.0	20.0		--				--
LH	--			16.7	--		--				--
NH	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
VH	55.6	54.5	75.0	53.7	33.3	68.0
H	44.4	45.5	25.0	44.4	66.7	28.0
LH	--	--	--	1.9	--	4.0
NH	--	--	--	--	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
VH	14.3	90.0	57.1	35.5	20.0	30.0	24.0	23.1	100.0	54.5	45.5
H	78.6	10.0	42.9	61.3	60.0	70.0	62.0	69.2	--	45.5	45.5
LH	7.1	--	--	3.2	20.0	--	14.0	7.7	--	--	9.1
NH	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
VH	52.4	43.8	24.0	44.8	32.6	48.4	28.1	40.0	25.0	31.4	38.5
H	42.9	46.9	64.0	48.3	58.7	41.9	68.8	40.0	60.0	62.9	50.0
LH	4.8	9.4	10.0	6.9	8.7	9.7	3.1	20.0	15.0	5.7	11.5
NH	--	--	2.0	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
VH	20.7	80.0	42.9	42.9	50.0	85.7	40.0
H	69.0	20.0	57.1	57.1	25.0	--	56.0
LH	6.9	--	--	--	25.0	14.3	4.0
NH	3.4	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
VH	85.7	43.3	58.8	61.5	66.7	31.8
H	--	50.0	35.3	23.1	16.7	40.9
LH	14.3	6.7	5.9	15.4	16.7	27.3
NH	--	--	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
VH			33.3		66.7	37.5	46.7		
H			50.0		33.3	62.5	46.7		
LH			16.7		--	--	6.7		
NH			--		--	--	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
VH	44.4	--	25.0	40.0	100.0
H	44.4	66.7	75.0	60.0	--
LH	11.1	33.3	--	--	--
NH	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
VH		75.0	60.0	75.0	50.0	100.0		50.0	33.3	
H		25.0	40.0	25.0	50.0	--		50.0	33.3	
LH		--	--	--	--	--		--	33.3	
NH		--	--	--	--	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
VH	60.0	66.7	66.7	66.7		
H	40.0	33.3	33.3	33.3		
LH	--	--	--	--		
NH	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
VH	37.5	75.0	80.0		40.0	28.6	71.4	55.6
H	50.0	25.0	20.0		60.0	71.4	28.6	44.4
LH	12.5	--	--		--	--	--	--
NH	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
VH	25.0	66.7		33.3	75.0	50.0	33.3		66.7	100.0
H	75.0	33.3		66.7	25.0	50.0	66.7		33.3	--
LH	--	--		--	--	--	--		--	--
NH	--	--		--	--	--	--		--	--

TABLE 40

Helpfulness of Feedback

14. How helpful were the "feedback" sections of the learning experiences in helping the students assess their progress?

(1) Very Helpful .... (VH)
(2) Helpful .... (H)
(3) Of Limited Help ...... (LH)
(4) Of No Help .... (NH)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
VH	50.0			41.7	60.0		50.0				66.7
H	50.0			50.0	20.0		50.0				33.3
LH	--			8.3	20.0		--				--
NH	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
VH	44.4	45.5	62.5	37.0	33.3	64.0
H	44.4	54.5	25.0	53.7	66.7	32.0
LH	11.1	--	12.5	7.4	--	--
NH	--	--	--	1.9	--	4.0

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
VH	28.6	60.0	42.9	13.3	40.0	33.3	36.7	23.1	50.0	72.7	55.6
H	71.4	40.0	57.1	80.0	60.0	55.6	57.1	61.5	50.0	27.3	40.0
LH	--	--	--	3.3	--	--	6.1	7.7	--	--	2.2
NH	--	--	--	3.3	--	11.1	--	7.7	--	--	2.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
VH	55.0	45.2	51.0	44.8	32.6	43.3	40.6	40.0	30.0	28.6	23.1
H	35.0	54.8	37.3	44.8	60.9	53.3	43.8	40.0	55.0	57.1	69.2
LH	10.0	--	11.8	10.3	4.3	3.3	12.5	20.0	15.0	11.4	7.7
NH	--	--	--	--	2.2	--	3.1	--	--	2.9	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
VH	32.3	70.0	71.4	42.9	25.0	71.4	19.2
H	61.3	30.0	28.6	57.1	50.0	28.6	61.5
LH	6.5	--	--	--	25.0	--	19.2
NH	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
VH	71.4	32.0	52.9	53.8	66.7	50.0
H	28.6	16.0	29.4	30.8	25.0	31.8
LH	--	32.0	11.8	15.4	8.3	13.6
NH	--	20.0	5.9	--	--	4.5

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
VH			16.7		66.7	50.0	37.5		
H			83.3		11.1	37.5	50.0		
LH			--		11.1	12.5	12.5		
NH			--		11.1	--	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
VH	55.6	33.3	25.0	40.0	50.0
H	44.4	33.3	75.0	60.0	50.0
LH	--	33.3	--	--	--
NH	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
VH		50.0	40.0	75.0	50.0	33.3		25.0	--	
H		50.0	60.0	--	50.0	66.7		75.0	100.0	
LH		--	--	25.0	--	--		--	--	
NH		--	--	--	--	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
VH	60.0	66.7	33.3	66.7		
H	20.0	--	66.7	--		
LH	20.0	33.3	--	33.3		
NH	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
VH	12.5	25.0	80.0		40.0	28.6	37.5	50.0
H	75.0	75.0	--		60.0	71.4	62.5	50.0
LH	12.5	--	20.0		--	--	--	--
NH	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
VH	50.0	66.7		33.3	50.0	50.0	33.3		33.3	66.7
H	50.0	33.3		33.3	50.0	50.0	66.7		66.7	33.3
LH	--	--		33.3	--	--	--		--	--
NH	--	--		--	--	--	--		--	--

TABLE 41

Adequacy of Content

15. Do you feel the content was covered in enough depth?

(1) In nearly all cases .... (NAC)
(2) Usually .... (U)
(3) Usually Not .... (UN)
(4) Rarely .... (R)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
NAC	50.0			60.0	100.0		100.0				33.3
U	25.0			20.0	--		--				66.7
UN	25.0			20.0	--		--				--
R	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
NAC	62.5	50.0	50.0	44.4	33.3	57.7
U	25.0	50.0	37.5	48.1	66.7	38.5
UN	12.5	--	12.5	--	--	--
R	--	--	--	7.4	--	3.8

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
NAC	10.0	77.8	42.9	35.7	40.0	50.0	36.4	50.0	100.0	54.5	34.2
U	--	22.2	28.6	50.0	--	40.0	18.2	41.7	--	45.5	34.2
UN	40.0	--	--	7.1	--	10.0	33.3	8.3	--	--	10.5
R	50.0	--	28.6	7.1	60.0	--	12.1	--	--	--	21.1

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
NAC	52.6	46.4	25.0	53.8	53.5	29.6	41.4	--	25.0	46.9	24.0
U	42.1	42.9	45.0	34.6	37.2	3.7	48.3	42.9	31.3	40.6	64.0
UN	--	--	12.5	3.8	2.3	14.8	6.9	28.6	12.5	6.3	8.0
R	5.3	10.7	17.5	7.7	7.0	51.9	3.4	28.6	31.3	6.3	4.0

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
NAC	40.7	50.0	--	--	66.7	60.0	43.5
U	29.6	37.5	100.0	16.7	33.3	--	47.8
UN	14.8	--	--	16.7	--	20.0	--
R	14.8	12.5	--	66.7	--	20.0	8.7

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
NAC	60.0	23.1	33.3	36.4	55.6	20.0
U	--	23.1	40.0	45.5	22.2	13.3
UN	20.0	30.8	--	18.2	11.1	40.0
R	20.0	23.1	26.7	--	11.1	26.7

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
NAC			50.0		88.9	50.0	40.0		
U			33.3		11.1	37.5	40.0		
UN			16.7		--	12.5	6.7		
R			--		--	--	13.3		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
NAC	33.3	66.7	25.0	40.0	50.0
U	55.6	33.3	75.0	60.0	50.0
UN	--	--	--	--	--
R	11.1	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
NAC		50.0	25.0	66.7	16.7	66.7		66.7	--	
U		50.0	25.0	--	50.0	33.3		33.3	66.7	
UN		--	--	--	--	--		--	33.3	
R		--	50.0	33.3	33.3	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
NAC	20.0	33.3	66.7	33.3		
U	40.0	33.3	--	33.3		
UN	20.0	--	33.3	--		
R	20.0	33.3	--	33.3		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
NAC	62.5	50.0	50.0		75.0	14.3	25.0	55.6
U	25.0	50.0	50.0		--	85.7	75.0	44.4
UN	12.5	--	--		--	--	--	--
R	--	--	--		25.0	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
NAC	66.7	50.0		33.3	75.0	25.0	33.3		66.7	66.7
U	--	--		--	--	50.0	33.3		33.3	33.3
UN	--	--		--	--	--	--		--	--
R	33.3	50.0		66.7	25.0	25.0	33.3		--	--

TABLE 42

Value of Effort Demanded

21. Is the type of achievement (performance) demanded by this module worth the effort?

(1) Yes .... (Yes)
(2) Not sure ... (Not sure)
(3) No .... (no)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Yes	100.0			81.8	100.0		50.0				100.0
Not sure	--			18.2	--		50.0				--
No	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Yes	62.5	90.9	87.5	78.2	66.7	84.6
Not sure	25.0	9.1	12.5	16.4	33.3	11.5
No	12.5	--	--	5.5	--	3.8

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Yes	53.8	77.8	71.4	67.7	80.0	88.9	62.7	76.9	100.0	90.9	71.7
Not sure	38.5	22.2	28.6	29.0	20.0	--	29.4	23.1	--	9.1	26.1
No	7.7	--	--	3.2	--	11.1	7.8	--	--	--	2.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Yes	81.8	84.4	70.6	75.0	73.3	50.0	62.5	70.0	63.2	52.9	59.3
Not sure	13.6	15.6	21.6	21.4	26.7	40.6	37.5	30.0	36.8	41.2	40.7
No	4.5	--	7.8	3.6	--	9.4	--	--	--	5.9	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Yes	70.0	90.0	85.7	85.7	75.0	85.7	68.0
Not sure	26.7	10.0	14.3	14.3	--	14.3	32.0
No	3.3	--	--	--	25.0	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Yes	85.7	76.7	76.5	78.6	83.3	45.5
Not sure	14.3	16.7	11.8	21.4	16.7	40.9
No	--	6.7	11.8	--	--	13.6

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Yes			66.7		75.0	62.5	81.3		
Not sure			--		12.5	12.5	18.8		
No			33.3		12.5	25.0	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Yes	77.8	66.7	100.0	100.0	
Not sure	22.2	--	--	--	
No	--	33.3	--	--	

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Yes		100.0	100.0	75.0		100.0		75.0	33.3	
Not sure		--	--	--		--		25.0	33.3	
No		--	--	25.0		--		--	33.3	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Yes	40.0	33.3	66.7	100.0		
Not sure	60.0	66.7	--	--		
No	--	--	33.3	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Yes	66.7	100.0	100.0		100.0	100.0	100.0	100.0
Not sure	33.3	--	--		--	--	--	--
No	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Yes	25.0	66.7		66.7	100.0	100.0	100.0		100.0	100.0
Not sure	75.0	33.3		33.3	--	--	--		--	--
No	--	--		--	--	--	--		--	--

TABLE 43

Consistency of Terminology

22. Was the terminology used in this module consistent with that used in your teaching area?

(1) Yes .... (Yes)
(2) Not sure ... (Not sure)
(3) No .... (No)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Yes	100.0			81.8	100.0		100.0				100.0
Not sure	--			--	--		--				--
No	--			18.2	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Yes	88.9	81.8	87.5	90.7	100.0	100.0
Not sure	11.1	--	--	1.9	--	--
No	--	18.2	12.5	7.4	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Yes	78.6	77.8	85.7	90.6	100.0	88.9	76.9	91.7	100.0	90.9	88.9
Not sure	21.4	11.1	--	3.1	--	11.1	17.3	--	--	--	8.9
No	--	11.1	14.3	6.3	--	--	5.8	8.3	--	9.1	2.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Yes	85.7	87.9	88.2	86.7	89.1	78.1	87.9	90.0	85.0	85.3	74.1
Not sure	9.5	9.1	11.8	10.0	10.9	18.8	12.1	--	15.0	14.7	25.9
No	4.8	3.0	--	3.3	--	3.1	--	10.0	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Yes	90.3	100.0	100.0	100.0	50.0	57.1	80.8
Not sure	6.5	--	--	--	25.0	28.6	19.2
No	3.2	--	--	--	25.0	14.3	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Yes	57.1	83.3	88.2	78.6	100.0	77.3
Not sure	28.6	3.3	--	14.3	--	22.7
No	14.3	13.3	11.8	7.1	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Yes			83.3		100.0	100.0	87.5		
Not sure			--		--	--	6.3		
No			16.7		--	--	6.3		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Yes	100.0	100.0	100.0	100.0	100.0
Not sure	--	--	--	--	--
No	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Yes		100.0	100.0	100.0	100.0	100.0		100.0	100.0	
Not sure		--	--	--	--	--		--	--	
No		--	--	--	--	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Yes	100.0	100.0	66.7	100.0		
Not sure	--	--	--	--		
No	--	--	33.3	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Yes	66.7	100.0	60.0		100.0	71.4	100.0	100.0
Not sure	11.1	--	40.0		--	--	--	--
No	22.2	--	--		--	28.6	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Yes	75.0	66.7		66.7	75.0	75.0	100.0		100.0	100.0
Not sure	25.0	--		33.3	25.0	25.0	--		--	--
No	--	33.3		--	--	--	--		--	--

TABLE 44

Importance of TPAF Performance Components

23. Were the performance components listed on the Teacher Performance Assessment Form important elements of the competency being learned?

(1) Definitely yes .... (Def. yes)
(2) Yes .... (Yes)
(3) Not sure .... (Not sure)
(4) No .... (No)
(5) Definitely no .... (Def. no)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Def. yes	--			63.6	40.0		--				33.3
Yes	100.0			36.4	60.0		100.0				66.7
Not sure	--			--	--		--				--
No	--			--	--		--				--
Def. no	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Def. yes	33.3	54.5	50.0	37.0	66.7	53.8
Yes	55.6	45.5	37.5	53.7	33.3	46.2
Not sure	--	--	12.5	9.3	--	--
No	11.1	--	--	--	--	--
Def. no	--	--	--	--	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Def. yes	28.6	44.4	28.6	22.6	40.0	40.0	21.6	23.1	100.0	63.6	50.0
Yes	57.1	55.6	57.1	64.5	60.0	50.0	66.7	76.9	--	36.4	45.7
Not sure	14.3	--	14.3	12.9	--	10.0	11.8	--	--	--	4.3
No	--	--	--	--	--	--	--	--	--	--	--
Def. no	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Def. yes	40.9	43.8	19.6	30.0	35.6	37.5	37.5	40.0	15.8	23.5	18.5
Yes	50.0	43.8	64.7	66.7	57.8	50.0	56.3	50.0	68.4	64.7	66.7
Not sure	9.1	9.4	13.7	3.3	4.4	12.5	6.3	10.0	15.8	11.8	14.8
No	--	3.1	2.0	--	2.2	--	--	--	--	--	--
Def. no	--	--	--	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Def. yes	16.1	60.0	57.1	28.6	50.0	71.4	15.4
Yes	80.6	40.0	42.9	71.4	25.0	28.6	76.9
Not sure	3.2	--	--	--	25.0	--	7.7
No	--	--	--	--	--	--	--
Def. no	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Def. yes	71.4	20.7	47.1	50.0	41.7	31.8
Yes	28.6	65.5	35.3	42.9	41.7	50.0
Not sure	--	6.9	11.8	--	16.7	13.6
No	--	6.9	5.9	7.1	--	4.5
Def. no	--	--	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Def. yes			40.0		50.0	50.0	37.5		
Yes			60.0		37.5	25.0	62.5		
Not sure			--		12.5	25.0	--		
No			--		--	--	--		
Def. no			--		--	--	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Def. yes	11.1	--	25.0	25.0	80.0
Yes	77.8	66.7	75.0	75.0	20.0
Not sure	11.1	--	--	--	--
No	--	33.3	--	--	--
Def. no	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Def. yes		75.0	--	50.0	83.3	--		25.0	33.3	
Yes		25.0	75.0	25.0	16.7	100.0		50.0	66.7	
Not sure		--	25.0	25.0	--	--		25.0	--	
No		--	--	--	--	--		--	--	
Def. no		--	--	--	--	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Def. yes	20.0	33.3	--	100.0		
Yes	80.0	66.7	66.7	--		
Not sure	--	--	--	--		
No	--	--	33.3	--		
Def. no	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Def. yes	--	50.0	60.0		60.0	28.6	28.6	33.3
Yes	88.9	50.0	40.0		40.0	71.4	71.4	66.7
Not sure	11.1	--	--		--	--	--	--
No	--	--	--		--	--	--	--
Def. no	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Def. yes	25.0	33.3		66.7	75.0	66.7	33.3		66.7	50.0
Yes	50.0	33.3		33.3	25.0	33.3	--		--	--
Not sure	25.0	33.3		--	--	--	66.7		33.3	50.0
No	--	--		--	--	--	--		--	--
Def. no	--	--		--	--	--	--		--	--

TABLE 45

Usefulness in Group Setting

26. In your judgment, could this module be easily used in a group instructional setting?

(1) Yes, with ease .... (Yes W E)
(2) Yes, with some modification .... (Yes W M)
(3) Yes, with difficulty .... (Yes W D)
(4) No, not really .... (No)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Yes W E	25.0			63.6	80.0		50.0				66.7
Yes W M	75.0			27.3	20.0		25.0				33.3
Yes W D	--			9.1	--		--				--
No	--			--	--		25.0				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Yes W E	33.3	45.5	37.5	45.3	--	61.5
Yes W M	44.4	36.4	50.0	41.5	66.7	34.6
Yes W D	11.1	18.2	12.5	11.3	33.3	--
No	11.1	--	--	1.9	--	3.8

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Yes W E	50.0	40.0	42.9	36.7	60.0	60.0	38.8	53.8	75.0	63.6	51.1
Yes W M	50.0	60.0	57.1	56.7	20.0	30.0	53.1	30.8	25.0	36.4	44.4
Yes W D	--	--	--	3.3	20.0	--	4.1	15.4	--	--	2.2
No	--	--	--	3.3	--	10.0	4.1	--	--	--	2.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Yes W E	66.7	51.6	40.8	58.6	51.1	53.1	38.7	30.0	44.4	37.5	40.7
Yes W M	23.8	41.9	44.9	37.9	40.0	37.5	45.2	60.0	50.0	50.0	51.9
Yes W D	4.8	6.5	8.2	3.4	8.9	3.1	12.9	10.0	5.6	6.3	3.7
No	4.8	--	6.1	--	--	6.3	3.2	--	--	6.3	3.7

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Yes W E	50.0	70.0	57.1	57.1	--	71.4	47.8
Yes W M	43.3	20.0	28.6	42.9	50.0	14.3	52.2
Yes W D	3.3	10.0	14.3	--	50.0	--	--
No	3.3	--	--	--	--	14.3	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Yes W E	71.4	36.7	50.0	35.7	41.7	47.6
Yes W M	14.3	53.3	37.5	42.9	50.0	33.3
Yes W D	--	3.3	6.3	7.1	--	9.5
No	14.3	6.7	6.3	14.3	8.3	9.5

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Yes W E			33.3		75.0	100.0	68.8		
Yes W M			50.0		25.0	--	31.3		
Yes W D			--		--	--	--		
No			16.7		--	--	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Yes W E	22.2	66.7	25.0	25.0	
Yes W M	55.6	33.3	75.0	75.0	
Yes W D	11.1	--	--	--	
No	11.1	--	--	--	

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Yes W E		75.0	60.0	75.0		66.7		50.0	33.3	
Yes W M		--	20.0	--		--		--	--	
Yes W D		25.0	20.0	25.0		33.3		25.0	33.3	
No		--	--	--		--		25.0	33.3	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Yes W E	20.0	33.3	66.7	100.0		
Yes W M	60.0	33.3	--	--		
Yes W D	20.0	--	--	--		
No	--	33.3	33.3	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Yes W E	33.3	50.0	80.0		80.0	71.4	50.0	66.7
Yes W M	66.7	50.0	--		20.0	28.6	50.0	33.3
Yes W D	--	--	20.0		--	--	--	--
No	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Yes W E	50.0	66.7		33.3	75.0	25.0	33.3		33.3	66.7
Yes W M	50.0	33.3		66.7	25.0	50.0	66.7		33.3	33.3
Yes W D	--	--		--	--	25.0	--		33.3	--
No	--	--		--	--	--	--		--	--

TABLE 46

Inconsistencies Within Module

27. Did you notice any contradictions or inconsistencies within the module?

(1) No .... (No)
(2) Yes .... (Yes)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
No	100.0			100.0	80.0		100.0				66.7
Yes	--			--	20.0		--				33.3

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
No	100.0	100.0	100.0	94.2	100.0	96.0
Yes	--	--	--	5.8	--	4.0

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
No	100.0	90.0	85.7	96.8	100.0	90.0	95.9	91.7	100.0	100.0	95.3
Yes	--	10.0	14.3	3.2	--	10.0	4.1	8.3	--	--	4.7

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
No	100.0	96.9	96.0	96.7	100.0	96.7	100.0	90.0	100.0	100.0	100.0
Yes	--	3.1	4.0	3.3	--	3.3	--	10.0	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
No	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Yes	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
No	100.0	96.6	100.0	100.0	100.0	95.2
Yes	--	3.4	--	--	--	4.8

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
No			100.0		87.5	75.0	87.5		
Yes			--		12.5	25.0	12.5		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
No	100.0	100.0	100.0	100.0	
Yes	--	--	--	--	

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
No		100.0	100.0	100.0		100.0		100.0	100.0	
Yes		--	--	--		--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
No	100.0	100.0	100.0	100.0		
Yes	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
No	66.7	100.0	100.0		100.0	50.0	100.0	100.0
Yes	33.3	--	--		--	50.0	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
No	100.0	100.0		100.0	100.0	100.0	100.0		100.0	100.0
Yes	--	--		--	--	--	--		--	--

TABLE 47

Presence of Bias

28. Did you notice any flagrant bias within the module (e.g., economic, ethnic, racial, sexual, or cultural bias)?

(1) No .... (No)
(2) Yes .... (Yes)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
No	100.0			100.0	100.0		100.0				100.0
Yes	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
No	100.0	100.0	100.0	100.0	100.0	96.2
Yes	--	--	--	--	--	3.8

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
No	100.0	90.0	85.7	100.0	100.0	100.0	98.0	92.3	100.0	100.0	100.0
Yes	--	10.0	14.3	--	--	--	2.0	7.7	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
No	100.0	93.8	98.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Yes	--	6.3	2.0	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
No	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Yes	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
No	100.0	93.3	100.0	100.0	100.0	100.0
Yes	--	6.7	--	--	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
No			100.0		100.0	100.0	100.0		
Yes			--		--	--	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
No	100.0	100.0	100.0	100.0	100.0
Yes	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
No		100.0	100.0	100.0	83.3	100.0		100.0	100.0	
Yes		--	--	--	16.7	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
No	100.0	100.0	100.0	100.0		
Yes	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
No	100.0	100.0	100.0		100.0	100.0	100.0	100.0
Yes	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
No	100.0	100.0		100.0	100.0	100.0	100.0		100.0	100.0
Yes	--	--		--	--	--	--		--	--

TABLE 48

Recommendation for Use by Others

32. Would you recommend this module to a fellow instructor in its present form?

(1) Definitely .... (Definitely)
(2) Probably .... (Probably)
(3) Not sure .... (Not sure)
(4) Probably not .... (Prob. not)
(5) Definitely not ..... (Def. not)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Definitely	--			8.3	80.0		25.0				66.7
Probably	100.0			83.3	20.0		25.0				33.3
Not sure	--			8.3	--		--				--
Prob. not	--			--	--		50.0				--
Def. not	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Definitely	33.3	45.5	50.0	51.9	33.3	61.5
Probably	55.6	27.3	37.5	25.9	66.7	30.8
Not sure	--	18.2	12.5	14.8	--	--
Prob. not	--	9.1	--	5.6	--	7.7
Def. not	11.1	--	--	1.9	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Definitely	35.7	50.0	42.9	21.9	20.0	50.0	19.6	15.4	100.0	72.7	40.0
Probably	28.6	30.0	28.6	46.9	60.0	30.0	41.2	69.2	--	18.2	40.0
Not sure	28.6	20.0	--	18.8	20.0	10.0	15.7	--	--	--	11.1
Prob. not	--	--	28.6	12.5	--	10.0	19.6	15.4	--	9.1	6.7
Def. not	7.1	--	--	--	--	--	3.9	--	--	--	2.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Definitely	4[illegible].6	46.9	20.0	31.0	38.3	31.3	18.8	60.0	16.7	23.5	19.2
Probably	28.6	37.5	46.0	41.4	36.2	28.1	46.9	30.0	50.0	41.2	34.6
Not sure	9.5	12.5	16.0	20.7	19.1	21.9	15.6	10.0	22.2	17.6	26.9
Prob. not	14.3	3.1	16.0	6.9	6.4	15.6	15.6	--	11.1	14.7	15.4
Def. not	--	--	2.0	--	--	3.1	3.1	--	--	2.9	3.8

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Definitely	26.7	70.0	57.1	42.9	75.0	71.4	20.0
Probably	43.3	30.0	42.9	42.9	--	14.3	52.0
Not sure	16.7	--	--	--	--	--	20.0
Prob. not	13.3	--	--	14.3	25.0	--	8.0
Def. not	--	--	--	--	--	14.3	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Definitely	71.4	46.7	47.1	50.0	50.0	27.3
Probably	14.3	30.0	29.4	35.7	25.0	27.3
Not sure	--	10.0	5.9	--	25.0	22.7
Prob. not	--	6.7	11.8	7.1	--	13.6
Def. not	14.3	6.7	5.9	7.1	--	9.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Definitely			33.3		62.5	62.5	37.5		
Probably			50.0		--	12.5	43.8		
Not sure			--		12.5	12.5	6.3		
Prob. not			16.7		25.0	12.5	12.5		
Def. not			--		--	--	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Definitely	11.1	33.3	--	--	80.0
Probably	77.8	33.3	75.0	100.0	20.0
Not sure	--	--	25.0	--	--
Prob. not	--	33.3	--	--	--
Def. not	11.1	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Definitely		50.0	--	50.0		33.3		25.0	--	
Probably		50.0	80.0	25.0		66.7		75.0	66.7	
Not sure		--	20.0	--		--		--	--	
Prob. not		--	--	25.0		--		--	33.3	
Def. not		--	--	--		--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Definitely	40.0	33.3	33.3	66.7		
Probably	40.0	66.7	33.3	33.3		
Not sure	--	--	--	--		
Prob. not	20.0	--	33.3	--		
Def. not	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Definitely	33.3	50.0	40.0		80.0	71.4	87.5	77.8
Probably	33.3	50.0	60.0		20.0	28.6	--	11.1
Not sure	33.3	--	--		--	--	12.5	11.1
Prob. not	--	--	--		--	--	--	--
Def. not	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Definitely	25.0	33.3		66.7	50.0	50.0	33.3		66.7	66.7
Probably	75.0	66.7		33.3	50.0	50.0	33.3		--	--
Not sure	--	--		--	--	--	33.3		33.3	33.3
Prob. not	--	--		--	--	--	--		--	--
Def. not	--	--		--	--	--	--		--	--

TABLE 49

Future Use of Module

33. Would you use this module again?

(1) Definitely .... (Definitely)
(2) Probably .... (Probably)
(3) Not sure .... (Not sure)
(4) Probably not .... (Prob. not)
(5) Definitely not ..... (Def. not)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Definitely	25.0			25.0	80.0		25.0				66.7
Probably	50.0			66.7	20.0		50.0				33.3
Not sure	25.0			8.3	--		--				--
Prob. not	--			--	--		25.0				--
Def. not	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Definitely	33.3	45.5	50.0	51.9	33.3	65.4
Probably	44.4	27.3	37.5	25.9	33.3	26.9
Not sure	11.1	27.3	12.5	14.8	33.3	3.8
Prob. not	--	--	--	1.9	--	3.8
Def. not	11.1	--	--	5.6	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Definitely	14.3	50.0	33.3	25.0	40.0	50.0	21.2	15.4	100.0	81.8	42.2
Probably	35.7	30.0	50.0	40.6	40.0	30.0	42.3	61.5	--	9.1	31.1
Not sure	35.7	20.0	--	21.9	20.0	10.0	11.5	7.7	--	--	15.6
Prob. not	7.1	--	16.7	12.5	--	10.0	21.2	15.4	--	--	8.9
Def. not	7.1	--	--	--	--	--	3.8	--	--	9.1	2.2

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Definitely	47.6	42.4	24.0	31.0	44.7	31.3	18.8	50.0	22.2	25.7	23.1
Probably	23.8	39.4	44.0	44.8	36.2	25.0	53.1	30.0	50.0	42.9	26.9
Not sure	19.0	12.1	14.0	17.2	8.5	21.9	12.5	20.0	16.7	8.6	34.6
Prob. not	9.5	6.1	14.0	6.9	10.6	18.8	15.6	--	11.1	14.3	11.5
Def. not	--	--	4.0	--	--	3.1	--	--	--	8.6	3.8

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Definitely	25.8	80.0	57.1	57.1	75.0	57.1	16.0
Probably	41.9	20.0	42.9	28.6	--	14.3	48.0
Not sure	16.1	--	--	14.3	--	14.3	20.0
Prob. not	16.1	--	--	--	25.0	--	16.0
Def. not	--	--	--	--	--	14.3	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Definitely	57.1	50.0	47.1	57.1	50.0	27.3
Probably	14.3	26.7	35.3	28.6	33.3	27.3
Not sure	14.3	13.3	11.8	7.1	16.7	22.7
Prob. not	--	--	--	--	--	13.6
Def. not	14.3	10.0	5.9	7.1	--	9.1

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Definitely			33.3		62.5	50.0	40.0		
Probably			50.0		12.5	12.5	33.3		
Not sure			--		12.5	25.0	20.0		
Prob. not			16.7		--	--	6.7		
Def. not			--		12.5	12.5	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Definitely	44.4	33.3	--	--	100.0
Probably	44.4	33.3	75.0	100.0	--
Not sure	--	--	25.0	--	--
Prob. not	--	33.3	--	--	--
Def. not	11.1	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Definitely		25.0	20.0	25.0	66.7	33.3		25.0	--	
Probably		75.0	80.0	50.0	33.3	66.7		75.0	66.7	
Not sure		--	--	--	--	--		--	--	
Prob. not		--	--	25.0	--	--		--	33.3	
Def. not		--	--	--	--	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Definitely	40.0	33.3	33.3	66.7		
Probably	20.0	33.3	33.3	33.3		
Not sure	40.0	33.3	--	--		
Prob. not	--	--	33.3	--		
Def. not	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Definitely	11.1	50.0	20.0		80.0	85.7	87.5	66.7
Probably	55.6	50.0	80.0		20.0	14.3	12.5	22.2
Not sure	33.3	--	--		--	--	--	11.1
Prob. not	--	--	--		--	--	--	--
Def. not	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Definitely	25.0	33.3		66.7	75.0	75.0	33.3		66.7	66.7
Probably	75.0	66.7		33.3	--	25.0	66.7		33.3	33.3
Not sure	--	--		--	25.0	--	--		--	--
Prob. not	--	--		--	--	--	--		--	--
Def. not	--	--		--	--	--	--		--	--

TABLE 50

Overall Quality of Module

34. Overall, how would you rate the quality of this module?

(1) Very good .... (Very good)
(2) Good .... (Good)
(3) Average .... (Average)
(4) Poor .... (Poor)
(5) Very poor .... (Very poor)

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Response	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11
Very good	25.0			33.3	60.0		25.0				66.7
Good	50.0			50.0	40.0		25.0				33.3
Average	25.0			16.7	--		50.0				--
Poor	--			--	--		--				--
Very poor	--			--	--		--				--

CATEGORY B: INSTRUCTIONAL PLANNING

Response	B-1	B-2	B-3	B-4	B-5	B-6
Very good	33.3	45.5	62.5	48.1	--	46.2
Good	33.3	27.3	25.0	34.6	66.7	42.3
Average	22.2	27.3	12.5	11.5	33.3	11.5
Poor	--	--	--	5.8	--	--
Very poor	11.1	--	--	--	--	--

CATEGORY C: INSTRUCTIONAL EXECUTION

Response	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11
Very good	26.7	40.0	33.3	15.6	20.0	30.0	22.6	23.1	100.0	72.7	30.4
Good	46.7	30.0	50.0	62.5	80.0	30.0	50.9	46.2	--	18.2	50.0
Average	26.7	30.0	16.7	21.9	--	30.0	22.6	23.1	--	9.1	19.6
Poor	--	--	--	--	--	10.0	3.8	7.7	--	--	--
Very poor	--	--	--	--	--	--	--	--	--	--	--

Response	C-12	C-13	C-14	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22
Very good	33.3	42.4	19.6	31.0	41.7	25.0	17.6	40.0	20.0	25.7	19.2
Good	47.6	48.5	52.9	44.8	39.6	34.4	52.9	40.0	60.0	37.1	50.0
Average	19.0	6.1	21.6	24.1	14.6	34.4	23.5	20.0	20.0	28.6	26.9
Poor	--	3.0	5.9	--	4.2	6.3	5.9	--	--	8.6	3.8
Very poor	--	--	--	--	--	--	--	--	--	--	--

Response	C-23	C-24	C-25	C-26	C-27	C-28	C-29
Very good	25.8	80.0	71.4	42.9	50.0	42.9	12.5
Good	45.2	20.0	14.3	42.9	25.0	42.9	54.2
Average	29.0	--	14.3	14.3	--	--	33.3
Poor	--	--	--	--	25.0	14.3	--
Very poor	--	--	--	--	--	--	--

CATEGORY D: INSTRUCTIONAL EVALUATION

Response	D-1	D-2	D-3	D-4	D-5	D-6
Very good	42.9	43.3	29.4	50.0	50.0	31.8
Good	42.9	33.3	41.2	28.6	25.0	31.8
Average	--	16.7	23.5	7.1	25.0	22.7
Poor	14.3	--	--	7.1	--	13.6
Very poor	--	6.7	5.9	7.1	--	--

CATEGORY E: INSTRUCTIONAL MANAGEMENT

Response	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
Very good			--		62.5	50.0	31.3		
Good			83.3		12.5	25.0	50.0		
Average			--		12.5	25.0	18.8		
Poor			16.7		12.5	--	--		
Very poor			--		--	--	--		

CATEGORY F: GUIDANCE

Response	F-1	F-2	F-3	F-4	F-5
Very good	55.6	66.7	50.0	25.0	40.0
Good	33.3	--	25.0	75.0	60.0
Average	11.1	--	25.0	--	--
Poor	--	33.3	--	--	--
Very poor	--	--	--	--	--

CATEGORY G: SCHOOL-COMMUNITY RELATIONS

Response	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10
Very good		50.0	20.0	50.0	66.7	66.7		50.0	--	
Good		50.0	80.0	25.0	33.3	33.3		50.0	66.7	
Average		--	--	25.0	--	--		--	--	
Poor		--	--	--	--	--		--	33.3	
Very poor		--	--	--	--	--		--	--	

CATEGORY H: STUDENT VOCATIONAL ORGANIZATION

Response	H-1	H-2	H-3	H-4	H-5	H-6
Very good	40.0	33.3	33.3	66.7		
Good	20.0	33.3	33.3	33.3		
Average	20.0	33.3	--	--		
Poor	20.0	--	33.3	--		
Very poor	--	--	--	--		

CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT

Response	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8
Very good	12.5	50.0	40.0		80.0	42.9	62.5	44.4
Good	62.5	50.0	60.0		20.0	57.1	37.5	55.6
Average	25.0	--	--		--	--	--	--
Poor	--	--	--		--	--	--	--
Very poor	--	--	--		--	--	--	--

CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION

Response	J-1	J-2	J-3	J-4	J-5	J-6	J-7	J-8	J-9	J-10
Very good	25.0	33.3		66.7	75.0	100.0	33.3		66.7	66.7
Good	50.0	33.3		33.3	25.0	--	66.7		33.3	33.3
Average	25.0	33.3		--	--	--	--		--	--
Poor	--	--		--	--	--	--		--	--
Very poor	--	--		--	--	--	--		--	--